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ABSTRACT

This module, one in a series of competency-based administrator instructional packages, focuses on a specific competency that vocational education administrators need to be successful in the area of student services. The purpose of the module is to help the administrator develop skill in defining the broad conceptualization of student services, organizing the guidance program, and managing one element of the guidance service--individual analysis which includes recordkeeping and testing functions. An introduction provides terminal and enabling objectives, a list of resources needed, and a glossary of selected terms. The main portion of the module includes four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves. Each learning experience consists of a number of activities that may include information sheets, case studies, samples, checklists, and self-checks. Optional activities are provided. The final learning experience also provides an assessment form for administrator performance evaluation by a resource person. (YLB)

ED226243

Provide Systematic Guidance Services

MODULE
LT-C-2

Module LT-C-2 of Category C—
Student Services

COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MODULE SERIES

Consortium for the Development of
Professional Materials for Vocational Education

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The National Center for Research in Vocational Education
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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

The work presented herein was performed by the National Center for Research in Vocational Education on behalf of the Consortium for the Development of Professional Materials for Vocational Education. Sponsors and members of the Consortium for 1980-1981 included the following states and/or cooperating agencies: the Florida Department of Education, Division of Vocational Education, and Florida International University, Division of Vocational Education; the Illinois State Board of Education, Department of Adult, Vocational, and Technical Education, and Southern Illinois University at Carbondale; the New York State Education Department, Office of Occupational and Continuing Education; the North Carolina Department of Public Instruction, Division of Vocational Education; the Ohio State Department of Education, Division of Vocational Education; and the Pennsylvania Department of Education, Bureau of Vocational Education, and Temple University, Department of Vocational Education. The opinions expressed herein do not, however, necessarily reflect the position or policy of any of the sponsors, and no official endorsement by them should be inferred.

FOREWORD

The need for competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of vocational administrators at both the secondary and postsecondary levels. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials specifically designed for the preparation of vocational administrators. In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education, under provisions of part C--Research of the Vocational Education Amendments of 1968, funded the National Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" during the period 1975-77. That project had two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
2. To develop and field test a series of prototypic competency-based instructional packages and a user's guide. One hundred sixty-six (166) high priority competencies were identified and six prototypic modules and a user's guide were developed, field tested, and revised.

Although six modules had been developed, many more were needed to have competency-based materials that would address all the important competencies that had been identified and verified. In September 1978 several states joined with the National Center for Research in Vocational Education to form the Consortium for the Development of Professional Materials for Vocational Education. Those states were Illinois, Ohio, North Carolina, New York, and Pennsylvania. The first five states were joined by Florida and Texas later in the first year. The first objective of the Consortium was to develop and field test additional competency-based administrator modules of which this is one.

Several persons contributed to the successful development and field testing of this module on providing systematic guidance services. Nancy F. Puleo, Program Assistant, assumed the major responsibility for reviewing the literature and for preparing the actual manuscript. Recognition also goes to the two consultants who helped conceptualize the module and prepared draft materials for the manuscript: Louise Fought, Director and Assistant to the Superintendent, Penta Skill Center, Perrysburg, Ohio; and Thomas J. Walker, Program Coordinator, PBTE, Center for Vocational Personnel Preparation, Indiana University of Pennsylvania, Indiana, Pennsylvania.

Acknowledgement is given to the official reviewers who provided critiques of the module and suggestions for its improvement: Joseph R. Clary, Head, Department of Occupational Education, North Carolina State University, Raleigh, North Carolina; M. Harry Daniels, Coordinator, Career Planning, Southern Illinois University, Carbondale, Illinois; and Charles W. Nichols, Chairman, Department of Vocational Education, Kent State University, Kent, Ohio.

Credit goes to Lois G. Harrington, Program Associate, who helped to refine the module for publication after field testing; and to Robert E. Norton, Consortium Program Director, for providing program leadership and content reviews. Thanks go to Ferman B. Moody, Associate Director for Personnel Development, for his administrative assistance.

Appreciation is also extended to Calvin Cotrell, Carroll Curtis, James Haire, George Kosbab, Helen Lipscomb, Aaron J. Miller, Dominic Mohamed, Robert Mullen, James Parker, Dale Post, and Wayne Ramp for their service as state representatives, state department contacts, and field-test coordinators; and to the other teacher educators and local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement. Last, but certainly not least, thanks and credit are due Deborah Linehan, Consortium Program Secretary, for her patience and expert skill in processing the many words necessary to make this module a quality document.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

INTRODUCTION

In an increasingly complex world, most students require information and personal support in (1) making important career decisions; (2) arranging for health, transportation, financial, and other basic maintenance resources; and (3) making the transition from school to work or another level of schooling. This help has traditionally been provided through the student services programs in schools and colleges. Guidance is one important element of the total student services system in any institution. In addition to guidance, most institutions provide psychological, social work, student accounting, and health services appropriate to student needs and institutional resources.

The range of student services and the degree to which the vocational administrator is responsible for their management vary with the size and organizational structure of the institution. In larger institutions, such as area vocational-technical and many postsecondary schools, a full complement of student services may already be available, and matters related to their organization and supervision may be the responsibility of a director of student services. In smaller institutions, where perhaps only the most essential of student services exist, the vocational administrator's duties may encompass supervisory as well as administrative responsibility. There may be other variations. For example, an area vocational-technical school may provide a few in-house student services through such personnel as a guidance counselor and a school nurse. The school may then enter into cooperative arrangements with county or intermediate units in order to provide a full complement of specialized services.

The vocational administrator has a special interest in and responsibility for promoting an emphasis on vocational and career guidance within the system of student services. Your ability to visualize how the activities of guidance relate to the larger system of student services is important to your ability to influence the coordinated delivery of needed services. Of further importance is an understanding of how the five major elements of guidance--information dissemination, individual analysis, counseling, placement, and follow-up--support and are supported by each other to provide systematic guidance services. The learning experiences in this module are arranged to develop your competency in (1) defining the broad conceptualization of student services, (2) organizing the guidance program, and (3) managing one element of the guidance service--individual analysis--which includes record-keeping and testing functions.

Two other modules in this series complement this module, but they need not be studied at the same time or as prerequisites. The module Establish a Student Placement Service and Coordinate Follow-up Studies is designed to provide administrators with the skills needed to manage those two elements of the guidance program. Manage Student Recruitment and Admissions has implications for the planning and organization of guidance services around the needs of projected enrollees.

Module Structure and Use

This module contains an introduction and four sequential learning experiences. Overviews, which precede each learning experience, contain the objective for each experience and a brief description of what the learning experience involves.

Objectives

Terminal Objective: While working in an actual administrative situation, provide systematic guidance services. Your performance will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 77-79. (Learning Experience IV)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of concepts underlying the student services system. (Learning Experience I)
2. After completing the required reading, analyze the issues and recommendations made in a given case study in light of administrative responsibilities for guidance services. (Learning Experience II)
3. After completing the required reading, critique the performance of an administrator in given case studies in managing the individual analysis service, and/or recommend what actions the administrator should take. (Learning Experience III)

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references specific to your situation, and (3) to get assistance in setting up activities with peers or observations of skilled administrators:

Learning Experience I

Optional

- REFERENCE: Ryan, T. Antoinette. Guidance Services: A Systems Approach to Organization and Administration. Danville, IL: The Interstate Printers and Publishers, 1978.

Learning Experience II

Optional

- AN EXPERIENCED ADMINISTRATOR whom you can interview concerning his/her administrative responsibilities in organizing guidance services.
- REFERENCE: Halasz-Salster, Ida. Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives. Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979. ED 167 797
- REFERENCE: VocEd (Journal of the American Vocational Association). 54 (October 1979): entire issue on the theme of improving career guidance.

Learning Experience III

Optional

- AN EXPERIENCED ADMINISTRATOR whom you can interview concerning his/her responsibilities in managing the individual analysis service.

Learning Experience IV

Required

- AN ACTUAL ADMINISTRATIVE SITUATION in which, as part of your duties, you can provide systematic guidance services.
- A RESOURCE PERSON to assess your competency in providing systematic guidance services.

Selected Terms

Administrator--refers to a member of the secondary or postsecondary administrative team. This generic term, except where otherwise specified, refers to the community college president, vice-president, dean, or director; or to the secondary school principal, director, or superintendent.

Board--refers to the secondary or postsecondary educational governing body. Except where otherwise specified, the term "board" is used to refer to a board of education and/or a board of trustees.

Institution--refers to a secondary or postsecondary educational agency. Except where otherwise specified, this generic term is used to refer synonymously to secondary schools, secondary vocational schools, area vocational schools, community colleges, postsecondary vocational and technical schools, and trade schools.

Resource Person--refers to the professional educator who is directly responsible for guiding and helping you plan and carry out your professional development program.

Teacher/Instructor--these terms are used interchangeably to refer to the person who is teaching or instructing students in a secondary or postsecondary educational institution.

User's Guide

For information that is common to all modules, such as procedures for module use, organization of modules, and definitions of terms, you should refer to the following supporting document:

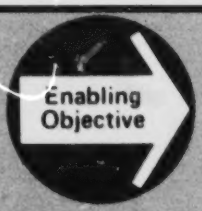
> Guide to Using Competency-Based Vocational Education Administrator Materials. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977.

This module addresses task statement numbers 26, 36, 53, 55, and [illegible] from Robert E. Norton et al., The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1977). The 166 task statements in this document, which were verified as important, form the research base for the National Center's competency-based administrator module development.

NOTES

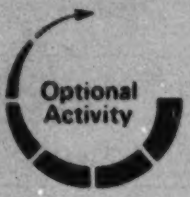
Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of concepts underlying the student services system.

You will be reading the information sheet, "Concepts of Student Services," pp. 9-19.



You may wish to read the following supplementary reference: Ryan, Guidance Services: A Systems Approach to Organization and Administration, pp. 5-26.

You will be demonstrating knowledge of concepts underlying the student services system by completing the "Self-Check," pp. 21-22.

You will be evaluating your competency by comparing your completed "Self-Check" with the "Model Answers," pp. 23-24.

NOTES

Activity

For information on how student services--of which guidance is a part--relate to other systems in education, read the following information sheet.

CONCEPTS OF STUDENT SERVICES

Student services may be broadly defined as those nonteaching activities that integrate the school experience with other factors in a student's personal life and environment. A well-executed student services program should promote the emotional, socioeconomic, and physical well-being of students by considering intellectual and skill achievement as only one part of the total developmental potential of individuals.

Student services are most effective when they are coordinated to help students at critical decision-making points--some predictable, some not. Such coordination can only be achieved through planning--what services will be offered, when, and by whom. As an administrator you will be in a better position to plan effectively if you first take a step back from specific service activities and consider the broader concepts of the relationship of student services to other systems within education.

Viewing Education as a System

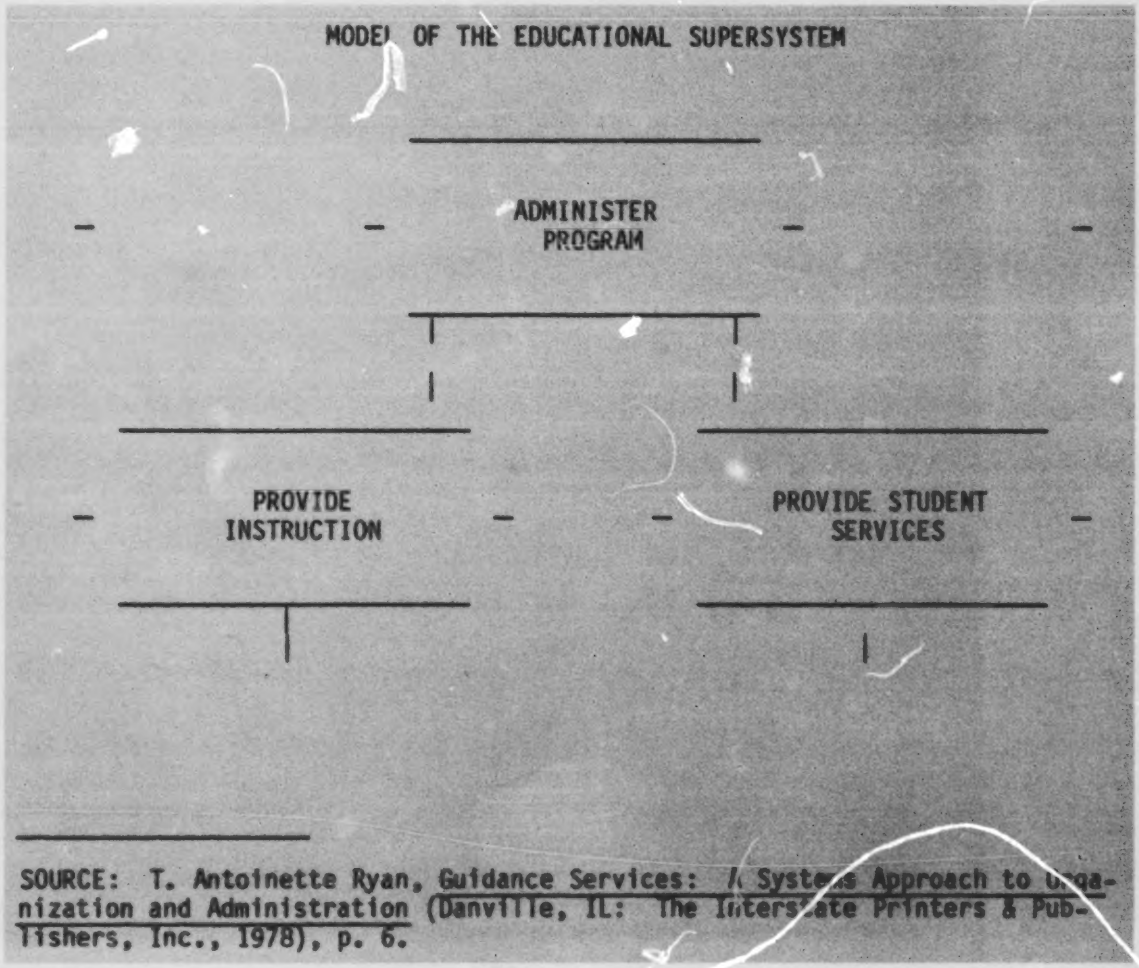
Scientists advance our understanding of the natural world by considering how different parts of an organism or group of organisms work together to get a job done. Looking at the world in terms of interrelated systems enables us to conceptualize, for example, how the circulatory system works with other human subsystems to support life. On a more complex level, individual human beings can be viewed as participating in systems composed of other human beings who collectively carry out functions related to group survival. Unlike the physical world, education does not sit still for precise observation. And vocational administrators are not scientists. Still, by thinking systematically, it is possible to arrange educational activities in groups, unite them under a single purpose, observe their effectiveness, and if necessary eliminate or adjust them if they fall short of that purpose. Sometimes the original purpose will be adjusted to reflect emerging new activities or obsolete ones.

Consider, for example, a school district that developed extensive student services to serve a special population of immigrants. If, over the years, that population moved away from the area served by that district, what becomes of the personnel staff devoted exclusively to serving those special needs? The school district (system) now has a component without a purpose, which is, nevertheless, drawing needed resources from the rest of the functioning parts. The administrator concerned with the health of the total school system moves quickly to remedy the situation. The job will be simpler if he/she has already formulated a clear set of goals and objectives firmly

subscribed to by all actors in the education system, including board members, administrators, teachers, and support personnel. A clearly conceptualized system is more amenable to orderly adjustment, than are scattered, seemingly unrelated activities.

Any educational district or institution may be viewed as a supersystem comprised of three major systems: administration, instruction, and student services. Sample 1 depicts the interdependence and interrelatedness of all three systems. The diagram illustrates clearly that both student services and administration facilitate instruction, although their functions are not primarily teaching. Teachers, on the other hand, often provide some student services, even though their primary duty is to teach. It is not our concern at this point to worry about who does what, but to establish that three related categories of activities do go on in education, all of which need to be managed systematically.

SAMPLE 1



SOURCE: T. Antoinette Ryan, Guidance Services: A Systems Approach to Organization and Administration (Danville, IL: The Interstate Printers & Publishers, Inc., 1978), p. 6.

People in administration primarily manage, those serving in instruction mostly teach, and student services personnel primarily offer help to students. The service functions on the elementary and secondary levels are sometimes referred to as pupil (personnel) services. On the postsecondary and college level, they are more commonly known as student (personnel) services. In this module, as in other modules, we have chosen to refer to both secondary and postsecondary learners as students. The term services refers to any helping activities--sometimes known as personnel or support services--that are provided by the vocational institution.

Perhaps the best way to begin to conceptualize student services is to think of the many activities normally associated with this function. In doing so, it should become obvious that there may be different names for the same activity, that some activities overlap with others, and that activities may be as numerous and varied as the nature and the resources of the individual institution will allow. You may be able to add other activities to the lists that follow. You may even disagree with the way the services are classified. The important thing is to think of as many activities as possible as a preliminary step to organizing a classification system that allows you to conceptualize what is and ought to be provided for your students.

Student Services Activities

There are several ways that one might categorize student services for those attending a vocational school or college. One way is to think of when the services fall in the educational process--are they provided before, during, or after the student is involved in the program? Such a chronological categorization, with examples of services provided, might look like this:

- Before program attendance--Student identification, testing and classification, orientation, recruitment, scheduling
- During program attendance--Financial aid, vocational and career counseling, personal maintenance, clinical treatment, transportation, child care, standardized testing, vocational exploration, community referrals
- After program attendance--Placement, occupational adjustment, follow-up, evaluation

Another way to classify student services--which after all are not usually limited to a particular time frame--is by the nature of the service activities. The following represents a fairly standard list of types of services that may be provided by a vocational education institution, either through direct service or through referral to cooperating agencies.

- Counseling and guidance--Individual and group testing, educational and occupational exploration and planning
- Health care--Diagnosis and treatment, health insurance

- Personal maintenance--Clothing, food, housing
- Financial assistance--Grants, loans, work study, part-time employment, work permits
- Information services--Available education programs, employment opportunities, job requirements
- Transportation--Arrangements and expenses, bussing
- Legal assistance--Work laws, taxes, social security, personal problems, equity concerns
- Special education services--Orientation, remedial education, tutoring, speech and hearing
- Placement and follow-up--Job development and identification, preparation and distribution of resumes, arrangement of interviews, work adjustment and counseling
- Student activities--Clubs, hobbies, sports, cultural activities, publications
- Student policies and procedures--Attendance, student conduct, student handbook

A third way to organize a framework for describing available support services for students is according to the source, or the sponsor, of the activity. In so doing, you can clarify the total community resources at your disposal, in addition to those already provided by the school or college. Following is a collection of agencies and sponsors, including examples of the services they normally will provide:

- School-based services--Student accounting, social work, health, psychology, guidance
- Employment office--Job development and placement, vocational counseling, testing and interviewing, financial assistance
- Vocational rehabilitation--Testing for physically and mentally handicapped, vocational counseling, physical restoration, specialized training and job placement, financial assistance
- Veteran's Administration--Similar to the services provided by vocational rehabilitation, but for veterans
- Public welfare office--Counseling, financial assistance, legal services, referral
- Juvenile (or children's) services--Counseling, home placement, legal services, referral
- Public health department--Examinations, vaccinations, referrals
- Chamber of commerce and mayor's office--Information about federally funded programs to provide employment, training, counseling, and financial assistance to disadvantaged groups, including women and minorities (e.g., Job Corps, private industry councils, Office of Economic Opportunity)

- Kiwanis clubs--Counseling, scholarships, other financial assistance
- Lions clubs--Eye care, examinations, glasses for needy
- Rotary clubs--Loans, scholarships, guidance, work study
- Shriners--Financial support of research, hospital care, and therapy for crippled children
- Private individuals--Work experience, counseling, housing, financial assistance

And the list goes on, to include other services specific to your resources and your students' needs.

A fourth way to take stock of guidance services is to divide them into two categories: those related to noninstructional areas and those related to training. This may be a practical beginning step for those institutions that administer counseling and training separately. (NOTE: Achieving consensus among all those who counsel students concerning who is responsible for what may be a particular problem under these circumstances. A very real danger is that some services may be assumed to be provided that are actually never delivered to the student.)

Defining Terms

Before presenting a working model for the conceptualization of student services, it is necessary to clarify some terminology. First is the problem of educational jargon. Because student services are interdisciplinary, they are infused with words from psychology, sociology, and medicine, as well as from education. The term case study can, for example, mean different things to different specialists. Following are some terms that must be clarified before service delivery concepts can be discussed.

Student services. Some would say this term means the same thing as guidance. Others believe it refers only to student accounting or attendance services. In other settings this term may be used to refer to the student record-keeping functions or to assigning students to specific programs.

The most common use of the term, and the one used in this information sheet, is in reference to a planned and coordinated program of services for individual students in areas other than curricular or extracurricular activities.[1] It includes, but is not synonymous with, guidance.

Vocational guidance, career guidance, vocational development, vocational counseling, career counseling. These terms are used interchangeably by many. In this information sheet, counseling is referred to as a technique of guidance. The difference between career and vocation is less clear and may be

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1. Dean L. Hummel and S. J. Bonham, Jr., Pupil Personnel Services in Schools (Chicago, IL: Rand McNally and Company, 1968), p. 26.

said to be one of emphasis. Vocational guidance directs the student outward toward the world of work to learn the characteristics of different jobs. The emphasis is on skill training for jobs. Career counseling often refers to the longer view: building for a lifetime of employability and job satisfaction. Career guidance and career counseling literature emphasize development of the self through time, rather than preparation for a single vocation.

You may want to look back at the collection of student services activities and note the ones that mean different things to different people. Clarifying terms is essential to the construction of meaningful models of service delivery.

Student Services Model

Having mentioned a variety of service categories and activities, as well as the problem of confusing terminology, we are going to propose one school-based model of student services that has some basis in the historical evolution of school systems.[2] Activities within each of the following five major service areas may differ somewhat on secondary and postsecondary levels, but the conceptual distinctions among them should still apply.

The five service areas are (1) student accounting, (2) social work, (3) health, (4) psychology, and (5) guidance. The brief description of each service that follows is intended to provide you with a historical overview of each of the services, as well as with a sense of how they are distinct and yet complement each other. Again, it is helpful in conceptualizing these service areas to think not in terms of who should provide them but in terms of whether they fairly represent the helping function of an educational system.

The student accounting service. This may well be the oldest service for students, dating from the first compulsory school attendance laws. Although its original purpose was to make sure that youngsters got to school, gradually the focus grew to include investigating why certain students stayed away. By expanding its approach from punitive to preventative activities, student accounting and attendance services provided the basis for the formation of the other helping services. The primary activities of the student accounting function are to accumulate, maintain, and provide essential data on the school or college populations. Staff are usually housed in the central administrative office (e.g., the registrar's office) and are skilled in techniques of data processing.

The social work service. This function developed out of the accounting service's need for help with attendance problems. Social workers conduct case work and provide referral services to students and their families, usually in response to perceived attendance, emotional, or health problems. The social worker is usually required to have at least a master's degree in social work

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2. Ryan, Guidance Services: A Systems Approach to Organization and Administration, pp. 7-10.

and has an office in the central administration area of larger institutions. A common ratio of social worker to students ranges from 1:1000 to 1:3000.

The health service. The health service began as an effort to control and prevent the spread of contagious disease, again relating to the attendance and accounting function. Its scope has broadened to include a preventative medicine approach to health--total health appraisal, health counseling, and specific treatment services. Postsecondary institutions may offer health insurance coverage and comprehensive medical services for their students.

Health personnel maintain medical records and work directly with social workers in follow-up activities. Health services are usually provided by certified nurses working under the medical supervision of a physician. Staffing ratio is usually the same as that of social workers, from 1:1000 to 1:3000. A clinic and office space are normally provided by the institution.

The psychology service. The school psychology service is usually staffed and housed in the same manner as that of nurses and social workers. The primary function is to conduct intensive, individual psychological studies of students. Psychologists consult and collaborate with other school service functions, as well as with parents, teachers, and community professionals. Like the health service, the psychology service has broadened from a clinical and remedial orientation to one that is more preventative and developmental. Psychologists influence educational planning by recommending instructional content, and methods and techniques to support different learning styles and special needs. These suggestions may be incorporated by guidance and instructional personnel as they provide group and individual learning activities.

The guidance service. Guidance began in the schools primarily to provide vocational counseling. Along the way it developed a problem-centered image, providing service to only a few and operating with a conflicting set of goals--counselors often provide more administrative than counseling services. However, in 1958 the National Defense Education Act made guidance an important component in the secondary education system. The 1964 amendments extended this concept to elementary grades, public junior colleges, and technical schools.

The Vocational Education Act of 1963 and subsequent amendments of 1968 provided support to guidance, as did the Elementary and Secondary Education Act. Gradually, the conceptualization of guidance has expanded, so that--through enactment of laws such as P.L. 94-142 and P.L. 94-482--it is now seen as being concerned with helping all students to do the following:

- Gain self-understanding
- Develop the ability for realistic career decision making
- Make a satisfactory transition to the next level of school or work
- Overcome personality deficits
- Make optimal academic progress

Guidance counselors usually have master's degrees and are certified. At the secondary level, they should be staffed at a ratio of around 1:250 to 1:300. Although counselors are often housed in the central office area, the wisdom of this can be questioned. Counselors may be more accessible to students--and less available for the administrative and clerical tasks often demanded of them--if their offices are elsewhere.

The guidance service consists of five related elements, as follows:

- Individual analysis--In order to promote self-understanding, decision-making capabilities, and self-direction among students, information about each person must be collected, processed, stored, and used over a period of time. Although this data function may support and be supported by the larger student services accounting system, the emphasis here is on individual rather than collective data. This information must be handled professionally and discreetly and yet be available to those who are providing helping services to students.

  Most of this information is entered into a student's cumulative record. Data that are collected reflect different aspects of the individual, as well as the conditions and environmental factors that relate to his/her development. Five kinds of information provide a good degree of insight into the needs, interests, and abilities of the individual student: (1) individual identification data, (2) school performance records, (3) test performance results, (4) self-evaluation reports, and (5) other reports.

- Information dissemination--Three basic types of information should be made available to students through this guidance element: (1) occupational information, (2) educational information, and (3) information about personal and interpersonal relations.

  Occupational information--both broad and specific--helps students to make wise choices about the world of work. The mobility of individuals and changes in business and industry require that information must be up to date and derived from national, as well as state and local, sources.

  Educational information--information about all types of skill and academic training opportunities and requirements--is also needed. Sources of financial aid and other support systems are important to those who desire further education or training.

  Information about personal and interpersonal relations not only helps students develop good self-concepts and personal relationships, but it should also bring to light the various sociological and psychological aspects of different occupations. What kinds of personalities, for instance, thrive in what kinds of job environments?

- Counseling--Counseling is a technique of guidance that encourages the student to share his/her problems and needs with a caring individual--the counselor. By establishing a relationship of trust with the student, a counselor is in a position to guide him/her or to be a

catalyst in his/her personal and career development. Administrators must try to safeguard the basic role of the counselor by seeing to it that he/she is not heavily encumbered by noncounseling tasks--such as scheduling and record keeping--or tasks such as student discipline that jeopardize the counselor/client relationship. Counseling--an activity that may be carried out at times by teachers as well as other members of the guidance team--may be carried out to help students with educational, training, and job choices and adjustment, as well as with personal adjustment problems. Therefore, it should be an area of continual professional development.

At the same time that counselors contribute to the individual analysis function, they also depend heavily upon it. Counselors are charged with a difficult task--to maintain the confidence of their counselees while doing what is best for their clients and for the institution.

- Placement--Placement services may be defined broadly as helping individuals to locate themselves in and adjust to the next level of education, training, or employment, as appropriate. Placement occurs within the educational setting as curricular choices are made and students are guided through admissions and scheduling procedures. Placement services also help students select jobs and further education that are suitable to their abilities, interests, and personalities.

- Follow-up--Follow-up services reflect the guidance system's commitment to individual adjustment after the educational experience. For example, some school leavers and graduates will need assistance following a layoff or discharge. The follow-up function also provides valuable research information for the institution. By collecting information from employers and former students, follow-up services provide feedback that can be incorporated into the instructional program as well as into counseling, information dissemination, and other guidance elements.[3]

Each of the guidance elements supports and is supported by the other elements. For example, the individual analysis service collects relevant information from and about each student, which provides a basis for counseling, placement, and other student decision-making activities. Each of the other guidance elements may contribute important information about a student, which is then integrated into the record-keeping function provided by the individual analysis service. In another example, follow-up results may yield information about the effectiveness of both instruction and the guidance program, which may provide the basis for administrative changes. The guidance function, perhaps more than any of the other student services, can only be delivered

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3. For more information on placement and follow-up, you may wish to refer to Establish a Student Placement Service and Coordinate Follow-up Studies, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977).

through the team efforts of administrators, teachers, parents, counselors, students, and others--ministers, peers, doctors, and so on.

Summary

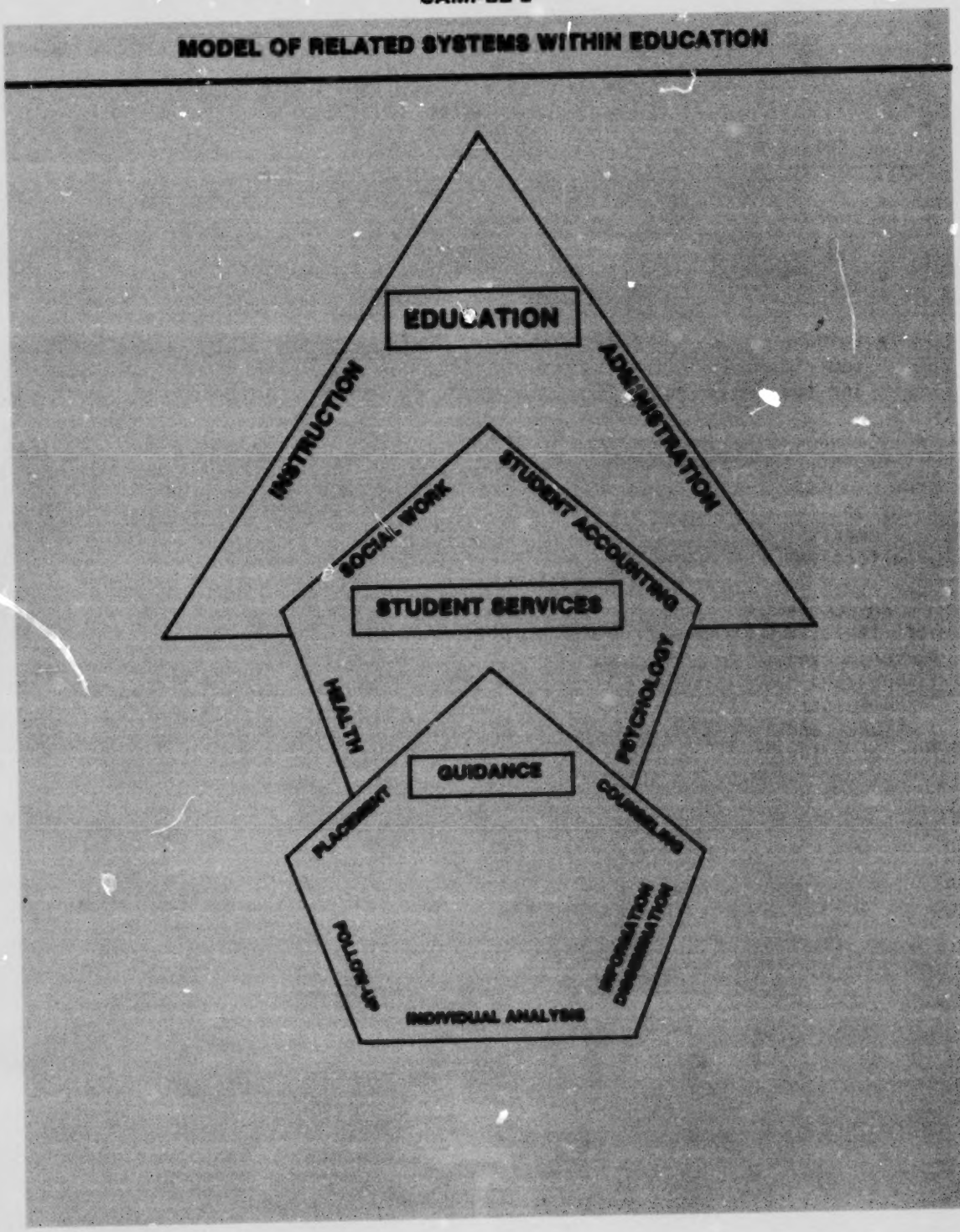
At this point in our efforts to conceptualize the system of student services, we have established the following scheme (see sample 2):

- Education is a supersystem comprised of three systems--administration, instruction, and student services.
- Student services is a system comprised of five subsystems--student accounting, social work, health, psychology, and guidance.
- Guidance is a subsystem made up of five interrelated elements--individual analysis, information dissemination, counseling, placement, and follow-up.

None of the three systems of administration, instruction, and student services will operate effectively without careful consideration of the others' functions. Effective performance of the student services system will be hampered if any of its subsystems are not integrated with the others. And, finally, all elements of the guidance subsystem both support and depend upon each other for effective service delivery to students.

Any conceptual scheme of an organization remains ideal and theoretical until it is tested through implementation and adjusted to specific settings. However, developing a good concept of organizational relationships--one that is supported by those who will implement it--is an important first step in the administration of an educational system. Your effectiveness in promoting vocational and career guidance depends heavily upon the degree to which concepts of guidance are held in common by all who participate in the system.

SAMPLE 2


MODEL OF RELATED SYSTEMS WITHIN EDUCATION
EDUCATION
INSTRUCTION
ADMINISTRATION
STUDENT SERVICES
SOCIAL WORK
STUDENT ACCOUNTING
HEALTH
PSYCHOLOGY
GUIDANCE
PLACEMENT
COUNSELING
FOLLOW-UP
INFORMATION DISSEMINATION
INDIVIDUAL ANALYSIS

For further clarification of the concepts of student services, you may wish to read Ryan, Guidance Services: A Systems Approach to Organization and Administration, pp. 5-26. Writing for guidance administrators, this author elaborates upon systems concepts as applied to education and guidance.

The following items check your comprehension of the material in the information sheet, "Concepts of Student Services," pp. 9-19. Each of the three items requires a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Imagine that you are involved in a planning meeting in which members are attempting to conceptualize the relationship of student services to other educational functions. Describe how student services relate to other systems and subsystems within education. Draw a diagram to illustrate these concepts.

2. Clarification of terms is important before concepts can be agreed upon. The terms guidance and counseling, for example, are often mentioned in the same breath, to mean the same thing.

   a. Clarify the conceptual difference between guidance and counseling.

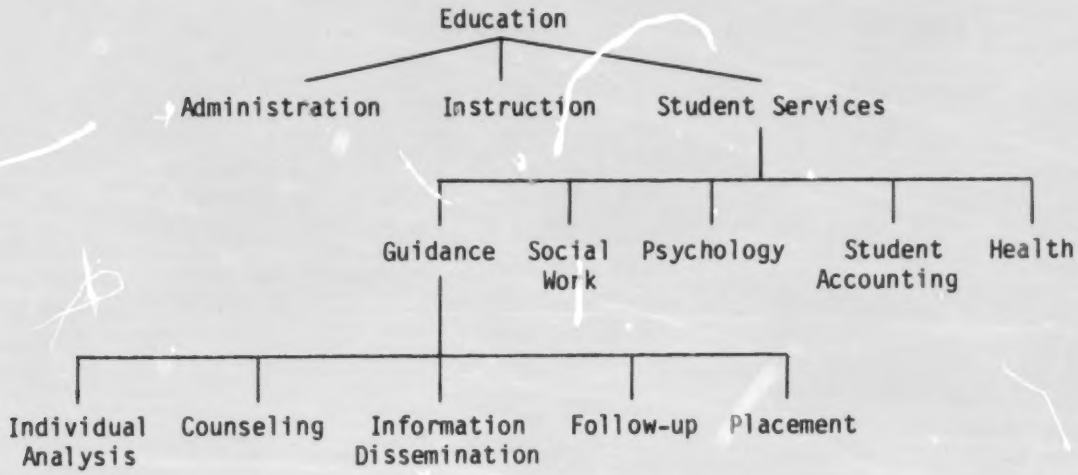
   b. How do the words career and vocational express a difference in emphasis in the guidance process?

3. Education may be said to be composed of three functions: instruction, administration, and service, all of which support and are supported by each other. Explain how the discovery that a given full-time vocational student must work at an eight-hour job to support his/her family has implications for all three education functions.

Compare your written responses on the "Self-Check" with the "Model Answers" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL ANSWERS

1. In establishing the relationship of guidance to the total-education super-system, you might draw a linear diagram that looks something like this:



You may expand or change your diagram to illustrate the interdependence and interrelatedness of the system and subsystems (see sample 2). In clarifying these concepts to the board, you should use specific examples to illustrate system relationships on all three levels. For example:

- Effective instruction requires the organization provided by the administration, which in turn is influenced by the professional concerns of teachers relative to the space, time, materials, and methods required for good teaching.
- Effective guidance depends on information collected about students (individual analysis service), which then helps teachers adjust their course work to incorporate individual learning styles and needs.
- Data from follow-up studies (a guidance function) yield information on the effectiveness of both instruction and services. When cycled back into the system, administrative changes or improvements in instruction and services can be made.

2. Guidance is the broader concept; counseling is a technique of guidance. Guidance is one element of student services that may be said to help all students to do the following:

   - Gain self-understanding
   - Develop capacities for realistic career decision making
   - Make satisfactory adjustments to the next level of school or work
   - Overcome personality deficits
   - Make optimal academic progress

   As a technique of guidance, counseling establishes a trust relationship between the client and the counselor to foster the goals of guidance.

   Career guidance emphasizes the development of a strong self-concept throughout the individual's life, thus enabling sound personal, social, and occupational choices to be made. Vocational guidance places its emphasis on the world of work and the development of students' job-seeking skills.

3. If a student, so burdened with outside responsibilities, attempts a full academic schedule, he/she may produce less than a teacher expects. If this information is gathered prior to instruction by student services, several things could happen: (1) the student might be provided with financial aid, (2) his/her schedule could be adjusted to a realistic course load, or (3) at the very least the teacher would be aware that the situation exists, thus allowing for a more realistic assessment of the student's potential.

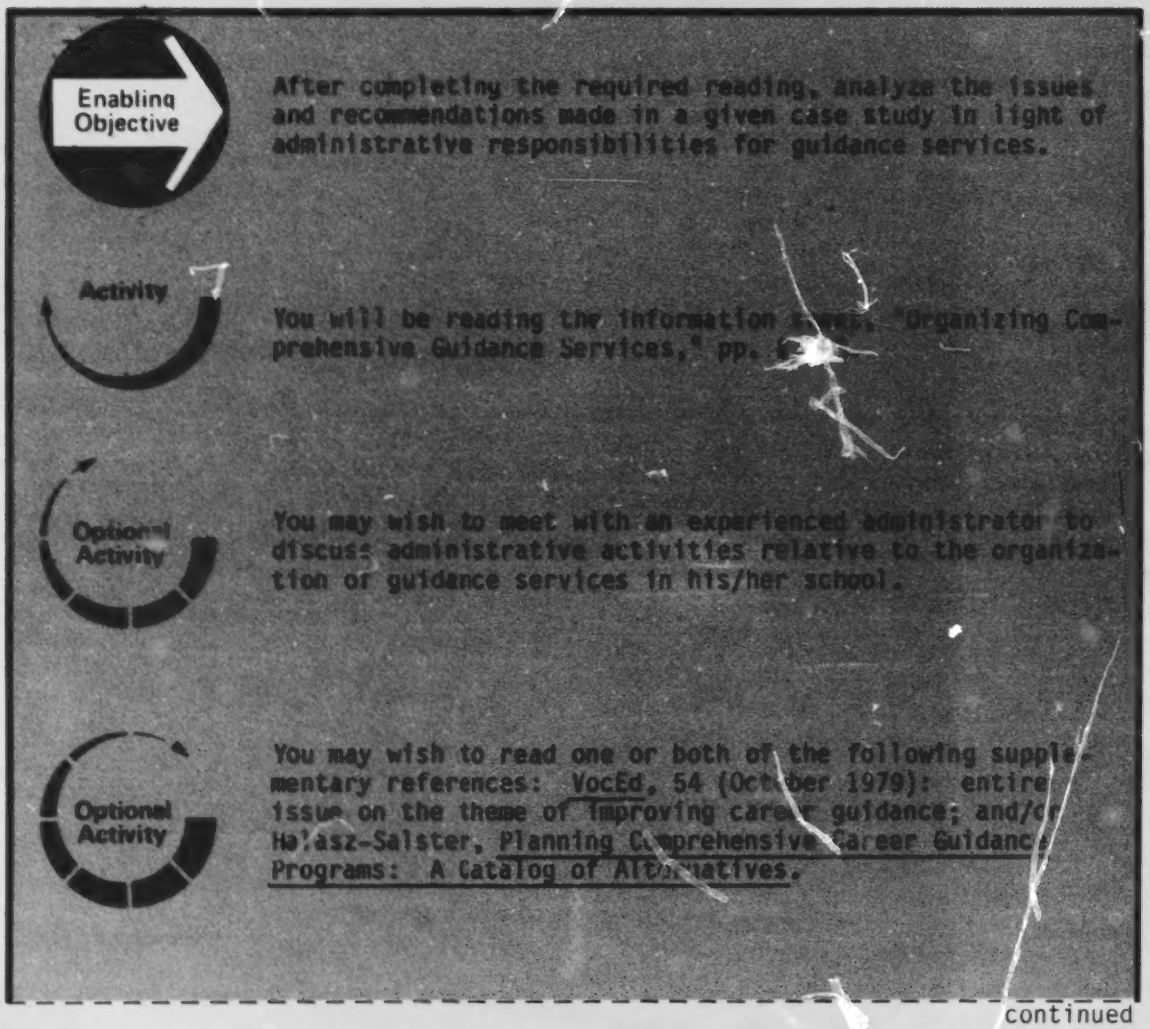
   Making sure that student information is appropriately channeled is a responsibility of administrators, who must see to it that the goals of instruction, student services, and administration are properly carried out to support the total education function. In this instance, the goals of instruction could be frustrated if the student has too many obstacles to learning. The goals of student services would be frustrated if no knowledge of the student's plight had been obtained. And the goals of the administration would not be met because it had failed in its organizational responsibility to provide positive and productive conditions for a successful educational experience.

   Tangible evidence of the administrative failure would be in the loss of a student from the system or inappropriate placement based on inaccurate assessment of the student's potential.

Level of Performance: Your completed "Self-Check" should have covered the same major points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Concepts of Student Services," pp. 9-19, or check with your resource person if necessary.

Learning Experience II

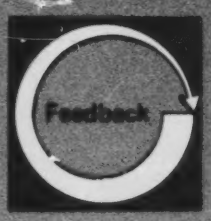
OVERVIEW


Enabling Objective
After completing the required reading, analyze the issues and recommendations made in a given case study in light of administrative responsibilities for guidance services.
Activity
You will be reading the information given in "Organizing Comprehensive Guidance Services," pp.
Optional Activity
You may wish to meet with an experienced administrator to discuss administrative activities relative to the organization of guidance services in his/her school.
Optional Activity
You may wish to read one or both of the following supplementary references: VocEd, 54 (October 1979): entire issue on the theme of Improving career guidance; and/or Hoyasz-Salster, Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives.

continued

OVERVIEW continued

You will be reading the "Case Study," pp. 41-43, and analyzing the issues and recommendations in light of administrative responsibilities for guidance services.



You will be evaluating your competency in analyzing the issues and recommendations in light of administrative responsibilities for guidance services by comparing your analysis to the "Model Analysis," pp. 45-48.

Activity

For information on the planning and organizational tasks leading to the implementation of guidance services, read the following information sheet.

ORGANIZING COMPREHENSIVE GUIDANCE SERVICES

The organization of guidance services occurs within the larger framework of institutional policies and procedures, which translate the institution's established goals and objectives into specific activities. Goals, objectives, policies, and procedures are developed or adjusted yearly through the planning processes that accompany preparation of the institution's local plan for vocational education. The degree of your involvement in the planning and organizing process[4] will depend on the nature and extent of specific responsibility you hold within the institution--i.e., chief administrator, program director or dean, or vocational service area supervisor.

In some settings, the vocational administrator may be directly responsible for guidance organization; he/she needs to know how to set up a comprehensive program. In many other settings, however, guidance organization is the responsibility of a separate administration, including a guidance director and/or coordinator. As a vocational administrator in such settings, it is important that you offer your support and advice to those directly responsible for carrying out good guidance practices. Ideally, as a vocational administrator advocating comprehensive guidance services, you should provide input into the establishment of goals and objectives at all levels of the organization: institutional level, overall program level, and service area level.

Guidance services will flourish in an environment in which board members, administrators, students, counselors, and teachers all subscribe to the stated goals and objectives of the guidance program. When, for example, a board member thinks guidance consists only of testing or a vocational director or a dean frequently calls upon counselors to act as substitute teachers, there would appear to be little agreement among administrative levels on guidance goals and objectives.

The following information is offered to help you promote the common acceptance of guidance as an integral part of the educational goals of your institution, regardless of your level of administrative responsibility.

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4. For detailed information on planning vocational programs, you may wish to refer to Develop Local Plans for Vocational Education, Parts I and II, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977).

Establish Guidance as an Institutional Priority

At this top level of planning, overall goals and objectives of the institution are formulated to reflect at least the following factors:

- Community values, preferences, and expectations
- Educational program philosophies and practices, including those of the vocational program and student services
- Legal requirements--practices dictated by federal funding legislation (i.e., establishment and use of local advisory councils, and provision of student services such as placement and follow-up), state certification requirements, and other laws.
- Financial capacity of both the institution and the community

If the institution of which you are a part has vocational or technical education as its mission, exclusively or in large part, then it is likely that the planning process will have been organized to include the importance of student support services (including guidance) as part of the education system. The plannng process outline might look like this:

- Consider the various types of goals and objectives and their relationship to each other.
- Develop basic program goals and objectives.
- Develop student services goals and objectives to support program goals.
- Decide on long-term versus short-term goals and objectives.

Such a planning process outline assures the consideration of student services, along with instruction and administration, as interrelated components of the whole system of education.

Some institutional plans, for various reasons, may not reflect a concept of student services as an integral part of the educational process. If, upon examination of existing goal statements, you perceive this to be the case, there are several steps, as follows, that you might take to secure a top priority position for guidance and other student services among the goals that your institution establishes for itself--whether you are initiating student services or seeking to improve existing student services.

Advocate appointment of a planning committee and wide representation on it. Those who are or should be affected by comprehensive students services should participate in the planning process. These participants would include parents and/or students, representatives from area labor and business interests, as well as guidance counselors, teachers, and program administrators. An important task of the institutional planning committee would be to conduct and/or incorporate results of needs surveys of the community and the institution. Existing needs survey instruments should be examined to make sure they

are designed to reflect student services, as well as the instructional and administrative priorities of the education system.

Promote a common basis for planning. By clarifying the relationship between guidance and other student services, as well as the relationship of student services to instruction and administration, you can help to avoid the fragmentation of services that occurs when guidance is thought to be the responsibility of one or two counselors only. A diagram illustrating these relationships (e.g., sample 2, p. 19) may help to communicate this systematic scheme. Achieving common definitions of such terms as counseling, career guidance, and vocational guidance makes it easier to plan from common points of reference.

Establish goals and objectives of the guidance program. The guidance service in your institution probably has the largest staff and the largest budget of any of the student services, largely as a result of the emphasis placed on student services in guidance and vocational education legislation. As a vocational administrator supported, in part, by the same legislation, you can help the top-level planning participants understand how social priorities--such as the emphasis on job placement, and sexual and racial equality--have spurred much of the federal government support for guidance and vocational education. When federal priorities are merged with educational goals and community needs, a basis for systematic guidance program planning, implementation, and evaluation can be established.

In shaping the objectives of the guidance program, care must be taken that they are not so general as to be confused with the overall goals of the institution. They should be broad enough to encompass many activities, yet specific enough to be measurable. The goals and objectives that are established on the top planning level provide the framework for goals and objectives formulated for the whole guidance program, as well as for the specific service areas previously described. Goals and objectives are broad at the institutional level, narrower in scope on program and service levels. The following examples of guidance goals and objectives may be used as a guide concerning the degree of specificity characteristic of each organizational level.

Sample Level	Sample Objective
Institutional Level	Help students develop capacities for realistic career decision making	Enroll all students in a 10th-grade career exploration course by 1982
Program Level	Expose students to a variety of information about careers	Provide students with the opportunity to discuss work environments with representatives from local industry
Service Area Level	Help students analyze their interests relative to specific jobs	Administer appropriate vocational interest batteries to 10th-grade students

The success of guidance programs depends very heavily upon systemwide agreement with and knowledge of goals and objectives at all organizational levels. It is therefore important that you involve as many representatives--teachers, counselors, advisory council members, and other student services personnel--in the planning process as is practical. Results of planning should be widely disseminated to everyone--in addition to policy approval bodies--who will be involved with or affected by the guidance service. The care you take in disseminating your guidance plans will go a long way toward encouraging a climate in which everyone believes in, understands, and desires a coordinated system of guidance services to benefit all students.

Promote Optimal Conditions That Support the Guidance Program and Services

In addition to establishing guidance as an institutional priority, you can advocate conditions that promote a favorable climate for the realization of guidance goals and objectives. As an administrator, you can promote a common understanding and commitment to the following assumptions and conditions that support good guidance practices.

The teaching staff must recognize the need for and be willing to participate in the activities. Teachers are an important part of the guidance system. In some schools they are the guidance system. Vocational teachers do a lot of counseling with students based on their experience in the subject area. The counseling provided, however, is generally incidental rather than systematic, taking second place to the responsibilities of teaching. Teachers usually want to help students, or they would not have chosen the profession. Many know they are key elements in the guidance system; they do not want to be told that all counseling should be left to the counselors, and rightly so.

Some teachers, on the other hand, may not respond positively to the notion that they are considered part of the guidance team. If this feeling is prevalent among instructors in your institution, you might want to take a look at morale and rapport among your staff. Do instructors feel they are supported by the administration? Are work assignments reasonable and appropriate? In other words, is there good reason why teachers may feel that guidance is one more burden imposed on them that detracts from their primary instructional responsibilities?

Sometimes teachers may not realize what they already contribute--or could contribute--to guidance through normal classroom activities.

Whatever the reason is, if there is a lack of teacher interest in guidance activities, including them in guidance planning should go a long way toward bringing about a positive attitude change. When conducting planning sessions with teachers, take inventory of their interests, skills, and suggestions regarding the guidance program. Work together to clarify the objectives of the program; what can be accomplished through existing staff, and what requires additional specialized staff? To be effective, the guidance program should grow from within the system, not be imposed from without.

Guidance services must be designed for a specific setting. What works at one institution may not necessarily apply in another setting. Remember, guidance services are created to support programs and individuals--not the other way around. Needs of students change; so do the skills and interests of staff. Even program and institutional goals may change, creating the need for a different service to meet the needs of different student populations. Adjustments in guidance services should occur whenever necessary to continue to provide needed support.

Guidance services are for all youth and adults. An important personality process that contributes to a person's ability to survive is the integration process. Integration is what makes people put things into perspective so that they can take the next step and be reasonably sure that they won't backslide. Everyone integrates common events of success and failure into new self-knowledge. Guidance workers can help by encouraging young people and adults to exercise their integrating skills so that viable options are more readily apparent. They can also offer useful information to the student about the self and the world that might not have been accessible to the student because of his/her young age or insufficient experience.

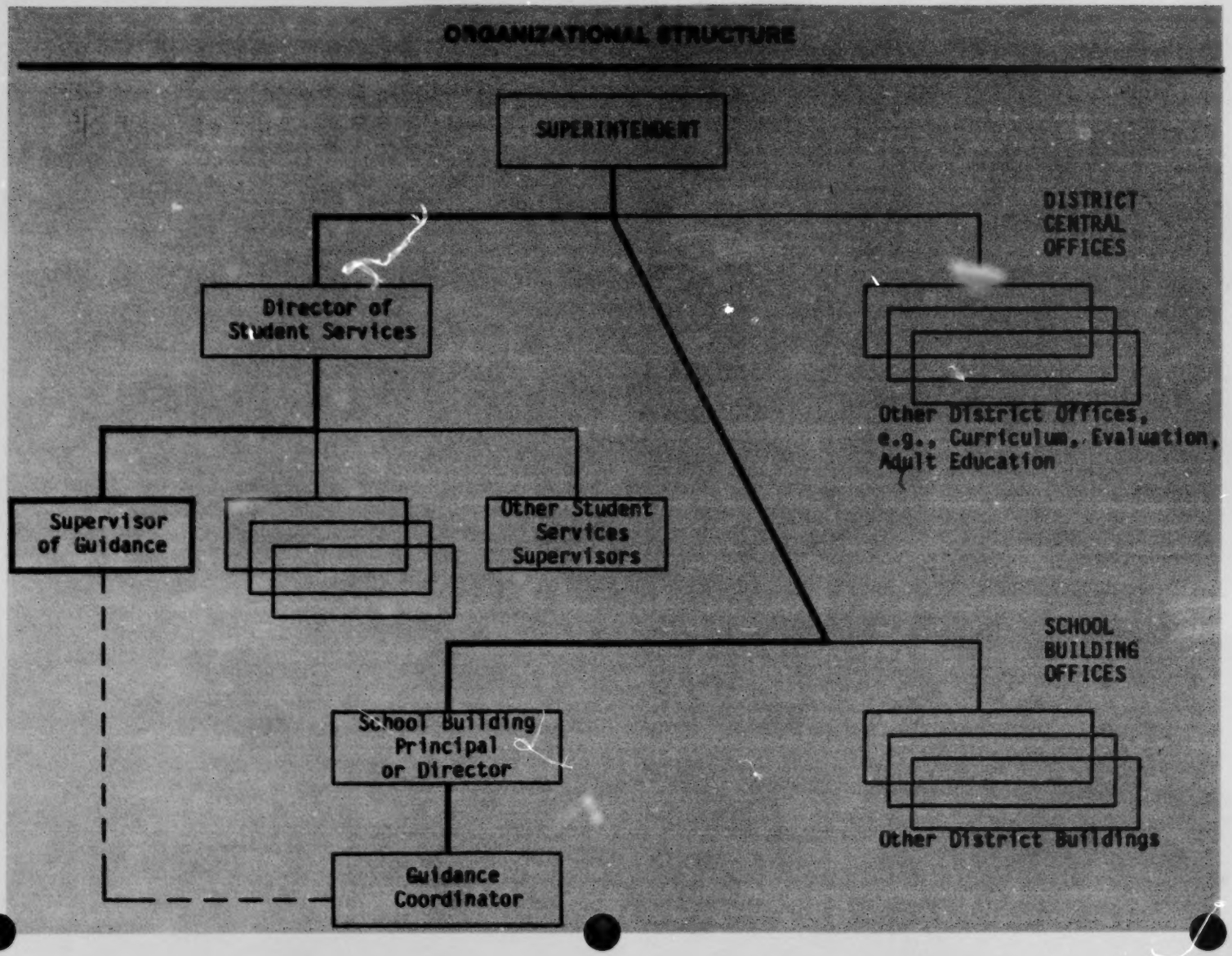
People with severe physical, emotional, intellectual, or environmental problems may need lots of help. All people, however, will require some help at some times, particularly when important choices must be made. Guidance workers must be ready at those times to identify needs and to supply specialized services.

The existing guidance services should be continually evaluated. What is already happening, with what staff, and how well? Is there duplication of effort? Line and staff relationships, and roles and responsibilities of all participants should be clearly defined in order to achieve guidance goals and objectives. Data from placement, follow-up, and other research must be recycled to adjust service delivery when necessary. Parents and/or students should be provided with the opportunity to react to the quality and scope of services offered. As much as possible--given the subjective quality of some guidance objectives--the success of guidance activities should be measured in terms of the original objectives.

One individual should be responsible for the system. The building administrator is generally too busy to do all that is required to coordinate the guidance services. Thus, a guidance coordinator is needed. The guidance coordinator should possess strong personal and academic characteristics that command staff respect. He/she must have a clear reporting relationship to the student services director as well as to the chief administrator. He/she should be responsible for seeing that the activities related to (1) individual analysis, (2) information dissemination, (3) counseling, (4) placement, and (5) follow-up are carried out in a coordinated fashion. Sample 3 depicts one possible organizational structure that would facilitate coordinated service delivery on the secondary level.

The preceding steps may serve as a guide to you as you seek to promote a positive climate for implementing guidance objectives. Others may, of course,

SAMPLE 3


ORGANIZATIONAL STRUCTURE
SUPERINTENDENT
DISTRICT CENTRAL OFFICES
Director of Student Services
Other District Offices, e.g., Curriculum, Evaluation, Adult Education
Supervisor of Guidance
Other Student Services Supervisors
SCHOOL BUILDING OFFICES
School Building Principal or Director
Other District Buildings
Guidance Coordinator

be added. Your responsibility, however, should be to strive to establish whatever conditions are necessary to support your institution's goals and objectives for guidance services.

Prepare to Implement Guidance Services

Having (1) helped to develop and disseminate plans and objectives and (2) considered the conditions that favor good guidance practices, you should be ready to turn to other administrative activities that are important to organizing or improving the guidance program and services. If you are part of a large system, the actual implementation will probably be the responsibility of a student personnel services director, dean, or guidance director. However, certain administrative responsibilities prior to implementation will be handled either by you, or through your cooperation, regardless of the size of your program. They are the following:

- Determining student needs for services
- Locating and allocating funds
- Arranging for community participation
- Arranging for institutional participation
- Scheduling time
- Developing program guides
- Arranging for staffing
- Developing hardware and software
- Arranging for facilities
- Conducting public relations

Determining student needs for services. Much of the aggregate information on student needs will have already been gathered for institutional planning and funding purposes. You can draw on this information for estimating the funds needed to provide appropriate services for general and special needs populations--i.e., physically and emotionally handicapped, bilingual, disadvantaged, and so on.

For financial planning purposes, you will need aggregate data on present, past, and potential students. Information on potential and new students can be obtained by designing data-gathering instruments that can serve the needs of the recruitment, admissions, and instructional functions, as well as those of other student services subsystems.[5] Computers can be especially helpful

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5. For more information on student needs assessment techniques and instruments, you may wish to refer to Establish a Student Placement Service and Coordinate Follow-up Studies, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1977).

in sorting out such information. Whether sophisticated or simple, the needs assessment system should study at least the following sources for information:

- Cumulative folder
- Students (e.g., interviews and questionnaires)
- Research reports of student services departments in your own and feeder schools (e.g., evaluation and follow-up reports)
- Community demographics (e.g., adult populations desiring training, size and characteristics of school populations, local employment trends)

Because you will be concerned with aggregate rather than individual information, confidentiality of information should not be an issue in this data-collection process.

Locating and allocating funds. In fulfilling this function--possibly the most important of all administrative tasks--you or the guidance coordinator must (1) determine how much funding is needed, (2) arrange to receive it, and (3) allocate it to the different elements of the guidance service. The following is a list of program costs to be considered in planning a budget:

- Public relations
- Advisory committee activities
- Program guides
- Staffing (e.g., stipends, travel, salaries)
- Software and hardware
- Maintenance of the system (e.g., individual analysis tests and report forms, counseling materials and report forms, occupational and educational information materials)
- Planning and evaluation

It is a good idea to identify the funding sources as soon as possible so that requests and proposals for funds may be submitted well before the deadlines.

The first place to look for guidance funds is in the present or proposed budget and vocational plan. Ideally, a specified amount of money should have been earmarked for guidance services when the institution's annual operating budget was determined. In addition to earmarked funds, your resources may include services and materials already on hand. Vocational resources, both federal and state, can contribute significantly to providing specific components to a comprehensive guidance program.

One of your important roles in the combined planning effort will be to keep other planning participants informed about the state/federal vocational education rules, regulations, and guidelines that will affect funding of the vocational component of the local education agency's (LEA) comprehensive guidance program. Sometimes this information is readily available from studies

completed by the administration to fulfill the accountability requirements of funding agencies.

Arranging for community participation. Much of the work of the guidance program involves referrals to and consultations with community organizations such as the employment service and government employment programs such as Job Corps. The chamber of commerce also provides programs and industry contacts for job readiness and work study programs. Parents, too, can be a valuable resource for career information and work study and work experience contacts.

An important task for your advisory council could be to help you inventory community resources so that as much guidance as possible can occur in the community setting. In larger institutions, arranging for community contacts should be done by, or with the knowledge of, the guidance coordinator to avoid the appearance of fragmented efforts. In smaller programs, where coordination may be achieved through informal meetings and contacts, it may be sufficient for teachers and counselors to share their community contacts in the regularly scheduled staff meetings.

Arranging for institutional participation. Everyone in the institution can contribute to an effective guidance program. English teachers, for instance, can schedule autobiographic assignments that develop students' self-awareness. Occupational information can be a part of the social studies curriculum. Study and work adjustment behaviors can be discussed in terms of the expectations of future employers.

As an administrator, you can emphasize the team approach to guidance and the importance of the participation of teachers in the program. You can suggest guidance-related materials for incorporation into the curriculum. Frequent, well-planned meetings and workshops are also important to maintaining the flow of information among guidance services, other student services, and the instructional program. In achieving this information flow, it is very important that you, as a vocational administrator, strive for a good working relationship with the guidance coordinator.

Vocational and career education programs, because of their emphasis on work and career skills, have been among the first to incorporate information sharing and other good guidance practices as they strive to achieve placement for students. Cooperative education in many vocational-technical schools is considered to be a strong component of the guidance program because it helps students to identify goals and provides individualized support. By facilitating dialogue between academic and vocational faculties, you can help to create an atmosphere in which student support is viewed as a legitimate need of all students--academic as well as vocational.

In addition to information flow within the institution, you need to see that arrangements are made to facilitate articulation between schools--i.e., junior high and high school, vocational schools and sending schools, secondary schools and postsecondary institutions. Written procedures are of great help here, supplemented by regular, direct contact with guidance coordinators from other schools.

Scheduling the guidance program. Individual analysis, counseling, information dissemination, placement, and follow-up functions should have their own objectives and timetables for achieving them. The administrator should prepare a chart that integrates the schedules. In this way, critical points can be identified and properly prepared for. This is an important administrative task, which contributes to the coordination of staff and to the integration of elements of the guidance system.

Developing program guides. The purposes of program guides are to publicize the services and assure continuity of guidance services regardless of personnel changes. In larger institutions, one guide should be prepared for each guidance service. Each guide should describe (1) objectives of the service, (2) what activities will be carried out, and (3) who will be responsible for the activities--both in the school and in the community. Program guides can be in the form of individual brochures, or they can be integrated into college catalogs and student and personnel handbooks. You may want to include the guidance program schedule (or schedules) in the program guide.

Staffing the guidance services. Administrative responsibilities for staffing the guidance services include the following:

- Deciding what staff are needed
- Developing organizational patterns and determining needs and responsibilities
- Providing for staff development, including inservice training of both teachers and guidance personnel

The skill with which you carry out the staffing functions will be a reflection of how well you have conceptualized guidance services, assessed student needs, and inventoried resources already present. Often, inservice training of some of your present staff can prepare interested and talented individuals for new responsibilities.

If you decide to hire some new staff with specialized skills, it will be necessary to become familiar with whatever certification standards exist in your state. Job descriptions should be prepared that reflect state standards and those of professional organizations such as the American Personnel and Guidance Association (APGA). They should include, as well, your own description of job responsibilities, personal characteristics, and experience and education required.

Even when preservice-trained specialists are hired, it is important to provide orientation for them--as well as for all institutional and community guidance workers--in order to achieve the high degree of coordination of services that you are striving for. Newly hired specialists may arrive with their own concepts of their role in service delivery, some of which may conflict with those of the rest of your staff. It is only by establishing the procedures and an atmosphere for communication among your teachers and guidance personnel that these conflicts can be resolved into a system of

beliefs, roles, and responsibilities that can be subscribed to by all guidance workers.[6]

Developing hardware and software. Hardware and software that will support the objectives of the guidance services will need to be developed or purchased. There is an abundance of materials for guidance services, including personality tests and inventories, work samples and job exploration materials, computerized career exploration systems, books, pamphlets, and catalogs.

Reviews and reports of tests and other guidance-related hardware and software are carried in professional journals such as the Personnel and Guidance Journal, the Journal of Counseling Psychology, The Vocational Guidance Quarterly, and VocEd. As a vocational administrator involved with the guidance system, you will need to stay abreast of the materials available and under development that will support the objectives of your programs.

Arranging for facilities. Guidance personnel will need facility space according to their separate functions. Counselors require privacy for individual counseling purposes and space for group guidance activities. Information dissemination requires space for displays and hardware. Individual analysis requires private rooms for testing and space for secure storage and retrieval of records. Arrangements must sometimes be made in the community for placement and follow-up personnel to work with students or former students at the work site.

Once you have participated in establishing the goals and objectives of the guidance program and know what special services will be offered, you can work with other administrators to establish which facilities are already available, which can be shared, and what new space, if any, should be developed.

Conducting public relations. A carefully planned promotional program should be developed to stimulate community interest in and support for the guidance programs. You should promote the use of formal meetings, television and radio spots, and local newspaper articles. Home visits and conferences set up between parents, teachers, and counselors can contribute informally to good public relations by demonstrating the institution's emphasis on individualized attention and support for students.

It is also very important to involve parents and representatives from industry on steering committees and, as much as possible, in each of the guidance functions. There is a direct relationship between (1) community involvement in and identification with programs and (2) the amount of support your programs will receive on the state and local levels. The community is

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6. For more information on staff selection processes, including guidelines for developing job descriptions, you may wish to refer to Select School Personnel, part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1982).

interested in the institution's efforts to tie its instructional activities into preparation for jobs and for responsible citizenship. Guidance plays an important part in these efforts.[7]

Summary

In order to promote the organization and maintenance of comprehensive guidance services, you should participate in an initial planning process that includes representatives of all who will be involved in the services. Starting from a broad philosophical base, consensus should be reached on the major goals of the services. The resultant goals and objectives should reflect the society, the institution, and needs of the students and the community.

The planning committee should then agree on institutional conditions--such as the appointment of one person with responsibility for coordinating and continually evaluating guidance services--that favor effective implementation of the program objectives.

Finally, successful implementation is preceded by certain administrative tasks, such as locating funds and arranging for staff, scheduling, and community participation.

All of these organizing activities lay the groundwork for systematic service delivery. Coordination of guidance services is especially critical because of the many individuals from the institution and the community who are required in order to make the services relevant, effective, and efficient.

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7. For more information on methods for promoting a program with the community and involving community members in the program, you may wish to refer to Promote the Vocational Education Program (1981) and Involve the Community in Vocational Education (1982), part of the Competency-Based Vocational Education Administrator Module Series (Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University).

You may wish to arrange through your resource person to meet with a local vocational administrator or guidance coordinator to discuss administrative activities relative to the organization of guidance services. The following questions may be used to guide your inquiries:

- What evidence is there of administrative interest in systematic and coordinated guidance services?
- How are guidance services related organizationally to the rest of the student services program?
- Who is involved in planning the guidance services?
- On what levels of guidance planning and administration does the vocational administrator participate?
- What is the nature of inservice training--if any--for guidance personnel and teachers?
- Who uses the guidance services? Is there a plan to provide them for all students?
- Is the budget for guidance services adequate to develop a comprehensive program?

For detailed information covering alternative approaches and priorities in organizing a guidance system, you may wish to read one or both of the following references:

- Planning Comprehensive Career Guidance Programs: A Catalog of Alternatives by Halasz-Salster offers a review of five planning models for career guidance. A matrix is provided that affords a quick comparison of key purposes and materials included in each model.
- The October 1979 issue of VocEd contains a collection of articles relating to the improvement of career guidance: imperatives for the '80s. Included are articles on career development, involvement of parents, student selection, career counseling for the disabled, and the counseling of adults to manage change. In addition, three counselors describe a typical week's work, and a checklist is provided to guide teachers in filling their counseling role.

NOTES

Activity

The following "Case Study" is an actual newspaper account of how one school district became aware of and sought to correct problems in guidance service organization. Read the case study and analyze in writing the issues and recommendations in light of the following administrative responsibilities:

- Promoting common goals and guidance philosophy
- Assessing needs for guidance services for all students
- Arranging for community and institutional participation in systematic guidance services
- Defining staff service areas, roles, and responsibilities
- Developing program guides and coordinating schedules
- Evaluating the guidance program
- Conducting public relations

In your analysis, note the strengths and weaknesses of the existing guidance service organization, the merit of the recommendations made, and any additional recommendations you may have.

CASE STUDY

Task Force Suggests Reorganizing Guidance Program

By Lisa Reuter-May

The district's whole guidance program should be restructured, and the district should launch a campaign to explain to parents and students exactly what guidance counselors do.

Those were two major conclusions presented to the Upper Arlington Board of Education Monday night by a task force that's been reviewing data to suggest some general directions the district's guidance program should take during the next five to eight years.

The results of the task force report will now be the basis of a new comprehensive plan for the district's K-12 guidance counseling program. That plan is currently being written by a team of the district's guidance counselors and should be ready in the fall.

A review of the district's guidance program was begun this winter after Schools Superintendent Dr. Homer Mincy received many concerned comments from local parents.

Don Dyck, assistant to the superintendent, explained that those comments had been delivered over a period of time by parents who wanted better or different services for their children or who expressed surprise at learning certain guidance services were available.

SOURCE: Upper Arlington News, July 15, 1981, p. 2A.

CONSULTANT

At Mincy's suggestion the Board of Education employed Dr. Edwin Herr, professional and head of the Division of Counseling and Educational Psychology at Pennsylvania State University, as a consultant to review the district's guidance program.

Herr spent several days in Upper Arlington talking with counselors, parents, students, teachers and administrators. In a 28-page report he recommended:

• The current guidance plan in the district should be reorganized since there really is no comprehensive plan.

"Guidance is to some extent what anybody in the district believes it is . . . As a result, counselors try to please everyone and in so doing are spread thin, frequently feel threatened and insecure, and are often not fully prepared to cope with everything expected of them," he wrote.

"When counselors are pushed into the breech simply because the breech is there, they frequently end up as scapegoats even if most of what they do is done quite well," he added.

• Specifically, the guidance program should be reorganized to a K-12 alignment with one counselor assigned the task and title of coordinator. That counselor should be given release time from other activities to work as the coordinator.

That alignment should be implemented when Polly Neer, currently coordinator of guidance for the secondary schools, retires later this year, he suggested.

• Counselors' roles should be made more explicit.

Herr suggested a task force analyze what counselors are doing and determine whether some duties should be eliminated or done by others, and if other duties should be required.

"The (current) guidance department philosophy tends to talk in such gross terms about what student behaviors are to be affected by guidance that it is very difficult to distinguish the guidance contribution from that of the rest of education," he stated.

• Guidance counselors should not be assigned students on the basis of alphabet. Rather they should stay with grade levels from 7 to 9 and from 10 to 12.

• Give the guidance offices at all levels more secretarial help to cut down on counselors' paperwork.

IMPROVE COMMUNICATION

• If secondary level counselors are to see all children (as is currently the policy), Herr said the counselors must have a systematic plan to reach out to students in orientation meetings, small groups or individually.

Students won't come to counselors of their own volition, Herr noted.

• Communication about the guidance program should be improved.

"Most of the teachers and parents I spoke to were extremely supportive of the counselors and impressed by the contacts they had had with them," Herr wrote. "They believed there was a large void in the information which the community had about guidance services."

Many felt the guidance program "was better than it gets credit for and that the major problem is one of public relations," he said.

A community guidance advisory committee could be created to help with that PR campaign, he suggested.

LIGHTEN LOAD

• Have other teachers and special education staff take over some of the counselors' activities in determining class assignments for handicapped youngsters to ease counselors' workloads.

• Since the district has an extensive career education program, counselors should spend more time providing students with counseling about specific planning and less time on other activities career ed staff members can handle.

• Counselors should take an active role in preventing and remediating discipline problems and they do, Herr said.

However, Arlington's counselors aren't seen by parents and students as being available to help with "personal" problems, although they are and do. Counselors "need to improve the public image of their skills and interest in working with such problems," he wrote.

• In addition, counselors should receive additional training in this and other areas, he suggested.

• Counselors should take a more active role in the Quality of School Life Program.

• Counselors should be available in the evenings and on Saturdays to talk with students and their parents.

• Counselors should be relieved of their duty of calling all parents whose children are failing. This task should be assigned to the teachers involved in order to make maximum use of the counselors' time, Herr stated.

SURVEY

Herr's suggestions were validated by the task force report and a May survey of some local parents and all district staff members, Dyck said.

That survey revealed that local residents stress the following as goals for the district's guidance program: help students develop self-understanding and identity; help them develop good interpersonal relations skills and learning skills; and enhance the quality of school life.

Other identified guidance goals were: help students participate in appropriate activities in schools; help them select and enter suitable activities at the current and next scholastic level; and help them develop productive and rewarding careers.

TASK FORCE REPORT

In reviewing Herr's report and the survey data, the task force concluded that the goals for guidance local residents identified should be included in the definition of guidance services.

"These pointed out that guidance is much broader than we had been thinking" and includes tasks done by people other than guidance counselors (parents and teachers), Dyck said.

"We didn't find a lot of holes in the guidance program, but a lot of expectations," he told board members.

The task force, whose members included teachers, administrators, a board member and student, parents and guidance counselors made the following recommendations, several of which concurred with Herr's report:

- A comprehensive guidance plan that defines guidance and outlines elementary counselors' roles and roles of counselors in relation to career education, handicapped students and discipline is needed.
- A guidance coordinator for K-12 should be named and given a lighter counseling responsibility to allow time for coordination activities.
- A more intensive communications campaign explaining guidance to parents, teachers and staff should be initiated.
- A more adequate method to deal with complaints about the guidance program is needed.

NOTES

Compare your analysis of the "Case Study" with the "Model Analysis" given below. Your response need not exactly duplicate the model response, however, you should have covered the same major points.

MODEL ANALYSIS

We certainly don't know all of the facts leading up to the consultant's final report to the Upper Arlington Board of Education. But the recommendations do hit at the heart of guidance organization, in at least several areas.

Promoting common goals. Although the consultant found few "holes" in the guidance services, he did find many expectations of the program that were apparently unfulfilled. It sounds as though the right things were happening for those who sought out guidance services, but that counselors were spread too thin to identify needs and provide services on a systematic basis--and/or parents were unaware of what services existed. There is reference in the article to guidance philosophy language that is so broad that it is indistinguishable from the goals of the total educational system. In addition, there is uncertainty about which roles in guidance are fulfilled by the career education program and which should be the responsibility of counselors and teachers.

All of these and other symptoms point to a need to clarify the goals and philosophy of the guidance program on the community, administration, and staff levels. The administrator should involve representatives of all groups who have a stake in the program--including parents. These people will then provide a nucleus for further public- and school-relations activities.

The administrator can stimulate consensus on the goals of the program by (1) clarifying the relationship of guidance to societal trends and values, (2) explaining the federal perspective on guidance as expressed through funding legislation, and (3) describing the codes and standards of the guidance profession. It will be important in these goal-setting sessions to define terms--what, for example, is the difference between guidance and counseling, and how does career education fit into the guidance picture?

The administration at Upper Arlington has already demonstrated that it is responsive to its public. By setting up committees for planning and public relations, it will be well on the way toward an exchange of information that will help to ensure the development of common goals and objectives that are fundamental to systematic programming. The result would be a coordinated guidance services system, rather than a collection of random services. Such a system can be more responsive to changes signaled by the frequent input from the community, administrative, and school environments.

Assessing needs. There is no better way to inform the community of what you plan to do than to let them tell you what needs to be done from their

perspective. The Upper Arlington administrator is wise to have formed a task force to look at what is actually happening. It would be even wiser to form and sustain contacts with parents and the community.

Students should be asked at least yearly to respond to needs assessment instruments that would yield information about personal, environmental, and career counseling needs. This function of the individual analysis service--together with aggregate student data from accounting services and needs data from parents and other community sources--feeds into the overall planning of the guidance program.

No needs assessment inventory should seek out only the obvious problems such as physical or mental handicaps. However, the administrator should be aware of those decision points in the individual student's life requiring extra counseling and support. Assuring that regular communication mechanisms exist among the various guidance personnel, teachers, and other student services workers should help to alert the system to both the special and predictable needs of students.

Arranging for community and institutional participation. When planning and advisory committees are formed to include key community and institutional representatives, a lot of other things fall into place. The administrator will need to use these contacts to see that as many guidance activities as possible can happen in the community. Business and industry may already be heavily involved in the career education program. The guidance supervisor should be very aware of what is happening here to make sure that multiple contacts with the same industry do not occur.

Within the institution, the administrator should initiate program-level and administration-level meetings of teachers and guidance personnel to determine whether the five guidance elements are really being provided, and by whom. It may become clear, for example, that the career education staff at Upper Arlington are actually fulfilling an information dissemination service, which would leave other guidance personnel free to do other things. Teachers may be gathering much individual information about students that should be fed into the information analysis service.

By encouraging full institutional participation and representation in the guidance program, a system of services can be maintained.

Defining staff service areas, roles, and responsibilities. Working backwards from the consultant recommendations, it would appear that there were heavy demands on counselors' time. They were expected to "jump into the breach" when no one else could do a job--such as calling parents when a child was receiving a failing grade.

What is needed here is a clear set of guidance-related goals and objectives from which specific job descriptions can be developed, implemented, and evaluated for relevancy and practicality. Guidance, it should be remembered, has as its primary purpose the support of the individual student. The counselor must have time and administrative support to reach out to students to

develop those contacts that are so important when intervention into a personal problem situation is necessary.

When guidance is viewed as a system, teachers, parents, counselors, administrators--as well as specialists and significant others--will be part of the team. Each should, however, know what is expected and have roles and responsibilities in keeping with the agreed upon-goals and objectives.

Developing program guides and coordinating schedules. We don't know whether this had been done by the Upper Arlington administration. Individual program guides, when developed for each of the guidance services, can be used not only for internal clarity and continuity, but also to explain to the community and others what is going on in guidance. Upper Arlington parents were concerned with (1) counselor contribution to "quality-of-life" activities, (2) available time for personal counseling, and (3) the need for counselors to reach out to students who might not seek out services. When these activities are planned for and stated in black and white for all to read, there can't be much question about what is happening in the guidance department.

Developing a master schedule is important, particularly when there are several programs in the curriculum that may be providing guidance to students (e.g., the career education program, vocational guidance, job readiness, cooperative education). Through the master schedule, the administrator can see at a glance whether there is overlap in program content, whether a balanced overall program is being offered, and whether there are potential conflicts. The master schedule is another way to ensure the coordination of activities, which is so important to the guidance system.

Evaluating the guidance program. Asking for outside consultant help is one good way to get assistance in evaluating guidance services. Consultants can suggest ways to set up an ongoing evaluation system that relates results to the stated goals and objectives.

The Upper Arlington administrator also did not turn a deaf ear to parental concerns--important evaluative input. Evaluation of the guidance service on a continual basis by all who need and use it provides a flow of information into the system that can cause it to change and adapt. Again, though, this can only occur when a system in fact exists. A collection of services that may or may not be meeting the needs of students is not sufficient.

Conducting public relations. Most of the previously described activities have potential for expanding public relations contacts, simply because involving the community in guidance planning, implementation, and evaluation is good administrative practice. The Upper Arlington parents seem most concerned--and rightly so--with what the guidance program can do for their sons and daughters. Their interest in after-hours counseling and "quality-of-life" concerns suggests that they hope counselors may provide extended parenting--or at least help parents with the task of clarifying and supporting the development of strong social values in their children. Parents seem to be asking for counselors to act to prevent problems by skillfully anticipating crisis points

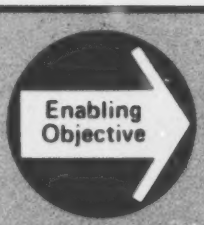
with good programs. But the parents lack information about counselor skills and thus are unsure about their competence.

Since the purpose of guidance is to relate the student's educational experience to the total environment, as many people as possible should be aware of the guidance program objectives. This can be done informally through conferences and home visits, and more formally through school- and community-based presentations. Television, radio, and newspapers should be a part of the public relations campaign. Counselors, teachers, parents, administrators, and advisory council members should be part of public relations planning and activities.

Level of Performance: Your completed analysis should have covered the same major points as the "Model Analysis." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Organizing Comprehensive Guidance Services," pp. 27-38, or check with your resource person if necessary.

Learning Experience III

OVERVIEW

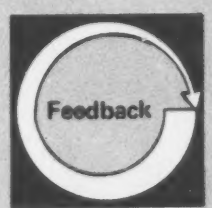


After completing the required reading, critique the performance of an administrator in given case studies in managing the individual analysis service, and/or recommend what actions the administrator should take.

You will be reading the information sheet, "Managing the Individual Analysis Service," pp. 51-65.

You may wish to interview an experienced administrator regarding his/her responsibilities for managing the activities of the individual analysis service.

You will be reading the "Case Studies," pp. 67-69, critiquing the performance of the administrator described and/or recommending what actions the administrator should take.



You will be evaluating your competency in critiquing the administrator's performance in managing the individual analysis service and/or recommending what actions the administrator should take by comparing your completed responses with the "Model Responses," pp. 71-73.

NOTES

Activity

For a close look at typical activities and issues associated with one guidance element--the individual analysis service--read the following information sheet.

MANAGING THE INDIVIDUAL ANALYSIS SERVICE

Guidance is a team effort. Every member of the team is entrusted with responsibility for helping individuals make rational plans and decisions. The purpose of the individual analysis element of guidance services is to make sure that each member of the team--including the student--has the information required for sound decision making. Individual analysis consists of collecting, recording, monitoring, and disseminating information, both for immediate and long-term purposes. Because the other four elements of the guidance service--counseling, information dissemination, placement, and follow-up--depend heavily upon the activities of the analysis service to fulfill their own objectives, effective organization is critical.

As a manager, your responsibility is to provide the organizational structure and the administrative decisions necessary to ensure that the activities of the individual analysis service are carried out effectively, ethically, and legally. To help you with that function, this information sheet provides a discussion of typical activities and issues associated with the individual analysis service.

Collecting Information

Information about individuals that describes them over a period of time must be systematically collected. These data can be obtained from the following five different sources:

- Individual identification forms and questionnaries
- School performance records
- Standardized test performance records
- Self-evaluation reports
- Other significant reports

Individual Identification Data

Individual identification data are legal or official facts that identify the learner and his/her family relationships. Most states require this information upon initial entry into the public secondary or postsecondary school system. The information can be subsequently updated by asking the student to complete a personal data sheet as he or she enters a new level of schooling.

This information typically includes the following:

- Legal name
- Current residence
- Birth date
- Birthplace
- Sex
- Names, addresses, birth dates of parents
- Occupation of parents
- Names, ages, and sexes of siblings

It is important to establish that this information is for identification purposes only and, therefore, should not be obtained in a way that probes too deeply into the personal lives of the student or his/her family. Identification data are usually gathered by clerks, aides, or guidance personnel. The data should be placed in the cumulative folders and other files that are used for administrative reporting and guidance purposes.

School Performance Records

The record of daily attendance reflects an important aspect of the student's school performance. Like individual identification data, maintenance of daily attendance records is a legal responsibility of the secondary school system. Teachers at the secondary school level usually check attendance, submitting daily reports to the administrative office. At the postsecondary level, records of attendance are not a legal requirement, but instructors may keep attendance records in order to maintain as complete a record of individual students' activities and progress as possible. Attendance data can provide insight into a student's health, social adjustment, motivation, and special demands on his/her time.

Grades reflecting academic achievement and information about the learner's co-curricular activities should also be a part of school performance records. A record of this information over time can give insight into the developmental patterns of the student.

Crucial to the maintenance of useful school performance records is the need to promote clarity in the grading and reporting practices employed. Lack of standardization in grading procedures and reporting practices can cause problems in interpretation for counselors. One teacher, for example, may dispense high letter grades to students who, in another teacher's class, would receive average grades. Even though it is true that over time most subjective

ratings have meaning, you can i[illegible]ve the relevance of student ratings by taking the following steps:

- Request that grades that are sent along with the student from another school be accompanied by a rating key and policy definitions such as those illustrated in sample 4. This will help a counselor or teacher to understand the basis upon which the student has been graded in the past.
- Promote consistency in the grading and testing procedures used in your own institution.[8] The counselor is often asked to interpret student grades to the student, parents, or employers. When administrators, teachers, and counselors understand and follow consistent, fair practices, the grades can be more easily accepted as meaningful measures of student performance. Following are examples of grading and testing issues that require systemwide policy definition and application:
    - Should student performance be evaluated relative to an absolute standard (criterion reference), according to a normal curve distribution, or relative to the performance of others (norm reference)?
    - On what basis are tests judged to be reliable and valid?
    - What weights should be given to different aspects of the student's performance--e.g., practical skill achievement, daily work performance, attitudes, and content mastery?
    - What constitutes superior, average, or poor performance in the classroom?
    - How does the student's evaluation reflect his/her readiness to succeed in entry-level job positions?
    - How easily are the rating systems used by individual teachers converted to final grades that make up the official record of a student's performance?

To be most effective, general grading policies and procedures should be published and disseminated to everyone who is affected by them--including (most emphatically) students. The college catalog or student handbook are excellent vehicles for this purpose (as in sample 4). More detailed guidelines on grading and classroom testing philosophies and procedures should be (1) the subject of frequent discussion in staff meetings and (2) organized for easy reference by teachers, guidance personnel, and other interested persons such as parents and employers.

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8. For more information on grading procedures, you may wish to refer to Module D-5, Determine Student Grades, part of the Professional Teacher Education Module Series produced by the National Center for Research in Vocational Education (Athens, GA: American Association for Vocational Instructional Materials, 1977).

SAMPLE 4

COLLEGE CATALOG DESCRIPTION OF A POSTSECONDARY GRADING SYSTEM

Grading System

Because of the South Oklahoma City Junior College approach to education, each student who reaches a prescribed competency level for any course receives a letter grade, which is listed on the transcript with the course title.

Every student in any course can reach a predetermined competency level by completing the same performance objectives. It may take some students longer than others, but given the necessary time and instruction, most students can successfully complete any course. Since each student is graded on the basis of performance as measured against an absolute standard (take dictation at a minimum speed of 60 words per minute) rather than against a relative standard (score higher than other students), there is a direct relationship between performance and reward.

South Oklahoma City Junior College recognizes performance at three predetermined levels. Students may select from levels of performance, with grades that are recorded as follows:

M: (Mastery = 3.25 Grade Point) — The student met the absolute mastery standards defined for each objective in the course. The student was able to perform the cognitive, psychomotor, and affective skills at the competency levels specified by the faculty of this institution. These levels are the ones necessary for a person to perform effectively the indicated special tasks within the content/skill areas covered by the course.

MH: (Mastery with Honors = 4.0 Grade Point) — The student met the absolute mastery standards defined for each objective in the course as required for the M. In addition, the student has demonstrated acceptable knowledge of a sampling of related concepts, plus either accomplishment of a special project or demonstrated excellence or originality.

Cr: (Credit = 2.2 Grade Point) — The student met the absolute standards set for a specified set of objectives within the course. The student was able to perform the cognitive, psychomotor and affective skills at the competency level specified by the faculty of this institution. These levels are the ones necessary for a person to perform effectively the indicated general tasks in the areas covered by the objectives.

NOTE: The Cr option is not available in some specific program courses to students majoring in that program. These courses, marked M in the curriculum patterns, must be completed at either the Mastery or Mastery with Honors level by program majors.

S: (Satisfactory) — In a limited number of courses and for credit earned through advanced standing examination, the grade S is used. S is a neutral mark, which is not used in the computation of a grade point average.

In the student's record (for advising purposes):

TW: Time Withdrawal — After the specified number of weeks, a TW is recorded on a student's record indicating that the student is not participating in the course work and has not completed course objectives.

I: Incomplete — Deferred credit is awarded by the letter I, indicating that the student has completed 90 percent of the required objectives and that the professor chooses to allow the student two additional weeks to complete the remaining objectives without reenrolling in the course. If the student wishes to continue working after the two-week extension, he or she must reenroll in the course.

IC: Deferred Credit Contract — When, in the professor's judgment, circumstances exist that make a third alternative preferable to reenrollment or the two-week extension, the professor may choose a deferred credit contract. The contract will specify the work that must be completed, the beginning dates, and the completion date of the contract period. The contract must be signed by the student, the professor, and the Institute Manager.

OW: Official Withdrawal — The student has officially withdrawn from the course.

Grade Point Average

Grade point value for each course is determined by multiplying the number of grade points assigned to the course grade by the number of credit hours the course carries. A student's grade point average (GPA) is computed by adding the total grade point values for all courses and dividing by the total number of applicable credit hours attempted.

SOURCE: The 1980-81 College Bulletin of South Oklahoma City Junior College, p. 18.

Test Performance Records

The standardized testing program really constitutes a subsystem of the individual analysis service. To be most effective, it should be designed, maintained, and evaluated in terms of specific objectives pertaining to the development of all students. One pattern suggests that tests and inventories be administered sequentially at significant junctures that are predictable in every individual's maturation process.[9]

The selection of tests and the development of testing programs should be done by a committee composed of those who will be involved and who can provide professional knowledge and insight into sound testing processes. It is essential that the individual who coordinates the overall testing program be skilled and competent in both the technical and human aspects of testing. The limitations of testing must be made clear--particularly in that some tests may not be valid for some types of learning styles or life styles. A mental ability test requiring high reading proficiency in the English language, for example, would be inappropriate for a student with limited English proficiency.

Following are classifications of tests that are generally administered to provide as complete a picture as possible of the student:

- Mental ability tests--This group of tests assume that everyone has had an equal ability to learn--not always a valid assumption. Interpretation of tests such as the Stanford-Binet and the Wechsler must take into consideration that they estimate how easily students learn from books. These tests are used primarily for clinical or diagnostic purposes or to identify special needs.
- Achievement tests--These tests measure outcomes of instruction and are sometimes used to determine the learner's readiness for a prescribed level of training.
- Aptitude tests--These tests are intended to be predictive of learning success or competence in a vocational area. There are numerous test batteries for this purpose including mechanical, clerical, artistic, and other skill areas.
- Interest inventories--Interest inventories help to determine vocational preference by comparing the respondent's interests to those of people actually working in particular occupations or by providing an indication of a learner's relative interest in different areas.
- Personality inventories--Like mental ability tests, these instruments are not apt to be widely administered; they are generally reserved for clinical needs or special requests. They assess the emotional, social, and motivational aspects of an individual.

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9. Ryan, Guidance Services: A Systems Approach to Organization and Administration, p. 122.

To be most useful, standardized measurements of aptitudes and interests should be administered at least twice--using different instruments if possible--prior to an important decision-making juncture.

Standardized testing constitutes one way to gather individual and aggregate information. Testing results should be interpreted in light of the many other sources of data we have about individuals--never used as the sole basis for making decisions about what is best for students. However, when systematically designed and implemented, the testing program can provide invaluable information for the effective operation of both instruction and guidance.

Self-Evaluation Reports

The student can provide vital information to the individual analysis program. Much of these data can be gathered through the English or language arts program by the use of techniques such as (1) the autobiography, (2) the personal rating scale, and (3) a daily log.

The autobiography is most effective when it is lightly structured[10] to encourage the learner to express honest feelings about family, school, friends, and the future. The personal rating scale allows the student to describe him/herself relative to a list of traits and characteristics. The daily log, if kept by the learner for at least a week, can indicate how the learner spends his/her time.

All of these self-assessment indicators, when placed with other data in the cumulative record file, contribute greatly to the overall developmental picture of an individual. As with standardized tests, self-evaluation instruments should be designed and administered with a specific purpose in mind, and they should be interpreted in light of other individual analysis data.

Other Significant Reports

Reports from the nurse, doctor, and minister; the anecdoctal records of teachers; and peer rating devices are an important part of the individual analysis data. Such information should always be dated and labeled to indicate source and circumstance.

Remember that information that is selected for inclusion in the record should have some meaningful relevance to understanding the individual at that time and in light of past information. It is not economical or helpful to accumulate anecdotes of everything that happens to a student in fourteen years of schooling. Nor is it sound ethical practice to retain information that is potentially harmful to the individual if viewed out of context or without adequate documentation.

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10. Ryan, Guidance Services: A Systems Approach to Organization and Administration, p. 124.

Processing Information

It is the responsibility of guidance management to record, store, protect, and monitor the use of information collected for individual analysis. In processing, the information from reports and tests is first analyzed individually and then combined in a new form that reflects the larger picture concerning the individual.

Recording Information

All data gathered for individual analysis purposes should be assembled and recorded in the cumulative record file. Such a file should be expected to contain, over a period of time, the following information:

- Personal data and family background information
- Health history
- Current school performance records
- Transcripts from previous schools attended
- Test results
- Behavior and trait ratings
- Anecdotal records
- Autobiographies and self-ratings
- Activity records
- Work records

Because the cumulative record is an important vehicle to the implementation of guidance services, care and thought should be exercised in designing the folder, jacket, or card system that is to be used. Forms can usually be obtained commercially or from the state department of education; these can be adapted, if necessary, for local use.

The following guidelines may be useful if you are constructing a cumulative record system from scratch:

- The cumulative record form should reflect the objectives of the local school; thus, it should be devised by a committee of faculty, guidance, and administrative staff.
- The cumulative record system should reflect state, federal, and local guidelines for access, privacy, and civil rights.
- The record form should be organized according to the sequence of years in school.
- The record form should contain spaces to record summaries of counselor and teacher ratings for a given year.

- The record form should contain spaces for recording the results of standardized tests, dates taken, and titles of tests.
- The record should be prepared and maintained so as to require a minimum of clerical work.
- The cumulative records should be maintained under the supervision of one individual approved for this purpose. They should be available for review by teachers, parents, guidance personnel, and others in accordance with clearly formulated access and privacy procedures.

Storing Information

The traditional method for storing records has been to file them in an original jacket or folder. When the record is removed for examination, a colored "out" card can be placed in the file indicating who has it and when it was removed.

Automation and computer technology have replaced or supplemented traditional record-keeping methods in many institutions. Through computerized record keeping, a complete data picture of an individual can be quickly obtained. Aggregate information--total student responses on a particular test item or group characteristics of students in a given category--can be programmed according to a school or district's needs.

If your institution or district can afford to purchase a computer or computer services, you might want to investigate systems that are adaptable to other guidance and instructional needs. There are, for example, several new systems that provide vocational information, as well as interactive qualities, which can enhance the counseling and information dissemination function. Five guidance systems that use the computer are as follows:

- AUTOCOUN--Automated counseling system
- CVIS--The Computerized Vocational Information System
- ISVED--Informational System for Vocational Decisions
- DISCOVER--A systematic career guidance program
- ECES--Educational and Career Guidance Program

The Vocational Guidance Quarterly is a good source of information about developments in computer technology for guidance programs, many of which are still experimental in nature. Evidence is strong that computer assistance will be more and more a permanent fixture in the student personnel services of the future, and guidance will be a heavy user. You will need to stay abreast of these emerging systems so that you will be in a position to make responsible administrative decisions regarding how their use will be monitored to complement other guidance services.

Disseminating Information--Legal and Ethical Issues

Until 1974, questions of how students records were released and to whom were largely ethical questions resolved individually by states and/or institutions. In 1974, Congress passed the Family Educational Rights and Privacy Act (also known as the Buckley Amendment). This law concerns the right of parents and eligible students to inspect the student performance record and to control its release to other parties.

The Family Educational Rights and Privacy Act has many implications for records control procedures. As an administrator you need to know the basic points of this law, which are outlined in sample 5.

Destruction of Records

The question of how long records will be kept should be established in your institution's policies. As a rule, destruction of records should occur only upon the recommendation of the chief administrative officer. The following may serve as guidelines regarding the length of time that records should be kept:

Indefinitely (in perpetuity)--All official administrative records required by state law become part of the public record and must be maintained indefinitely. This usually includes basic personal data that are necessary for the operation of the institutional system.

Five years or more--Data about students served under special federal or state funding laws should be maintained five or more years after the student leaves the institution.

Two to five years--Class record books, accident report forms, and other information of importance while the learner is in school, but not over time, should be destroyed from two to five years after he/she leaves the system. The exact length of time will depend upon state or institutional policy.

One year--Psychological assessments, tutoring reports, and other reports of a clinical nature should be destroyed after a year. They may, however, be retained under conditions of anonymity for research purposes.

Record Control Mechanisms

In order to safeguard the rights of your students and to protect your institution from legal challenges, you need to promote the development of a clear set of procedures that control access to and maintenance of student records. For example, although teachers and counselors should have free access to individual records, control is much easier if records are never allowed to leave the record control area. Adequate work space can be provided for personnel who need time for a thorough records' inspection.

SAMPLE 5

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Basic Points of Act

Parents have the right to inspect and review any and all records, files, and data directly related to their children. This includes all material incorporated into the cumulative record folder. Parental access to a child's record must be granted within a reasonable time--not to exceed 45 days from the request.

Parents have a right to a hearing if they feel the contents of the records are inaccurate, misleading, or otherwise in violation of the privacy or other rights of students.

The school may not release records without written consent of the parents (or eligible student) except to the following persons or in the following circumstances:

- To other (local) school officials, including teachers within the educational institution or local agency who have legitimate educational interests
- To officials of other schools or colleges in which the student intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record
- To authorized representatives of (a) the Comptroller General of the United States, (b) an administrative head of an education agency, (c) state educational authorities
- In compliance with a judicial order or subpoena
- In connection with a student's application for, or receipt of, financial aid

The use of students' or parents' names (or social security numbers) is prohibited for reporting in federal programs without the written consent of parents. Exceptions are made in the case of a student's applications for financial aid, and where compliance with a court order or subpoena is involved.

The law requires all persons, agencies, or organizations desiring access to records to sign a written form, which is kept permanently with the file of the student.

Several new exceptions to the general prohibition against the release of student records without the consent of the parent or the "eligible student" have been implemented, as follows:

Release of information without consent. The following guidelines govern the release of information without consent:

- Information may be released in connection with a student's application for, or receipt of, financial aid.
- Testing organizations may receive information for the purpose of developing, validating, or administering predictive tests, provided the records are handled in such a way that it precludes personal identification.
- Accrediting organizations may receive information to carry out their accreditation function.
- Parents of dependent students may also receive information (e.g., sending grades to parents of an 18-year-old living at home). One could assume dependency of the student if he/she lives within the home. However, for students 18 or older not living at home, consent for release of records should come from the student. Students at the high school level who maintain separate residences can be presumed to be "independent."

- Information can also be released in an emergency situation (Regulation 99.35) to protect the health or safety of a student.
- Federal and state officials may also receive information when necessary to audit federal programs, but the information must be provided in such a way as to preclude personal identification of students by persons other than the officials, and it must be destroyed when no longer needed.

Unchanged by new amendments are provisions relating to the following issues:

- In-house record use within the school district by those having a legitimate education interest
- Transfers to other school systems where the student is to enroll--Parents must still be notified in advance and have an opportunity to receive a copy of and challenge the record.
- Written consent by a parent or an "eligible student" (18 years of age or attending a postsecondary institution) specifying the records to be released--The parent or student is given an opportunity to receive a copy of the record released if desired.
- Information furnished to comply with a judicial order or subpoena
- Records kept on persons inspecting the students' record, specifying the legitimate interest--This record of access is available only to the parent or "eligible student" and school officials who maintain the records.
- Transfers to third parties--These are permitted only on condition that the third party will not permit anyone else to have access to the information.

Directory information. If the school gives public notice of the information it considers "directory" in advance and gives parents a reasonable time to inform the school not to release the information, this type of information can be released. Directory information is defined as follows:

- Student's name
- Address and telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of school attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student

Student inspection of records. The law is silent concerning whether students may be given the right to inspect their records at an age younger than 18. In some instances, record inspection by the older, more mature student can have significant value. An emancipated minor--that is, a student living independently from the parents, a high school graduate, or one attending college--should have access to his/her records. Eligible students may waive their right to inspect their own records. This procedure is often followed to allow letters of recommendation to be written in confidence.

Persons required to be present during inspection. The law also is silent on the matter of who must be present during a records' inspection by the parent or student. Many school policies dictate only that this person should be a member of the professional staff, but counselors, principals, or deans will usually assume this responsibility.

Release of information to a prospective employer. Since a prospective employer would be considered a third party, records must not be released without written parental consent or consent from an "eligible student."

It is important to develop a series of forms that will constitute a paper trail describing the use and control of information about students. Such forms (see samples 6 and 7 for two examples) should be created to reflect the requirements of the Family Educational Rights and Privacy Act of 1974, as well as those dictated by local and state policy. Following are examples of additional record control forms you should consider developing, if they aren't already part of your procedures:

- Request to Review Student Record--Includes space to indicate when and by whom the record was reviewed.
- Eligible Student or Parent Authorization for Release of Psychological or Medical Information
- Notice to Parents (or Eligible Students) of Transfer of Student Records
- Authorization (by Chief Administrator) for Destruction of Student Records
- Record Inspection Log--By Other Than Student School Personnel
- Waiver of Access to Academic or Employment Recommendation

Summary

The individual analysis service, which collects, stores, and disseminates information about students, is an important element of the guidance program. The service must be organized systematically to be of maximum benefit to those who promote effective educational, vocational, and personal decision making, both by the student and on his/her behalf.

Collection of information is carried out for the above-stated purposes and also to satisfy legal and funding requirements. Data should be organized and maintained in a central location and under the supervision of one staff member who is responsible for the record control system.

Access to records is established by law and local policy to protect the rights of individuals, as well as to safeguard the institution from legal challenge. Procedures and forms must be developed to assure that such protection is maintained.

As with other elements in the guidance program, the purpose of the individual analysis service is to help individuals come to the best possible decisions about themselves, based on the best available information. Information sources are varied and include data from teachers, home environment, specialists, and the student him/herself. The administrator's responsibility is to make sure that (1) all possible sources of data have been considered, (2) the information gathered is synthesized in a meaningful way, and (3) data are disseminated in a fashion consistent with the best interests of the indiviudal and the institution.

SAMPLE 6

REQUEST FOR CHANGE, CORRECTION, OR DESTRUCTION OF STUDENT RECORDS

Student's Name: _____

Student's Address: _____

School: _____

Person Requesting Action: _____

Relation to Student: _____

Request to Have Data--(Please Check)

_____ 1. Deleted

_____ 2. Corrected

_____ 3. Destroyed

_____ 4. Additions

Reasons for Objections to Data:

Signature: _____

Date: _____

Action Taken by Principal or Vocational Director:

Signature: _____

Date: _____

To be completed in duplicate--original to be placed in student record; copy to requestor.

SOURCE: Maumee City School District, Maumee, Ohio.

SAMPLE 7

PARENTAL CONSENT FOR RECORD RELEASE

I hereby give permission for the release of the following information regarding _____ whose date of birth is
(name of student)
_____.

You are authorized to release the records listed below to--

_____
(name of person or agency)

_____
(address of person or agency)

_____ Personal data (name, address, race, sex, date and place of birth, name and address of parent and guardian, and place of birth of parent)

_____ Attendance data

_____ Description of student progress (grade level completed, school attended, academic work completed, grades and standardized achievement test scores)

_____ Scores on standardized intelligence and aptitude tests

_____ Scores on personality tests, interest tests, and individually administered psychological tests and reports

_____ Family background information

_____ Record of extracurricular activities

_____ Health data

_____ Systematically gathered teacher or counselor ratings and observations

_____ Reports of serious or recurrent behavior patterns, provided that the reports contain only factual information and not subjective information

_____

SOURCE: Maumee City School District, Maumee, Ohio.

The Family Education Rights and Privacy Act of 1974 specifies that the parent, guardian, or student must be notified of the transfer of records. If you desire a copy, please remit $2.50 for each copy desired. The check should be made payable to: Board of Education. If you do not want a copy--or copies--of the school record, please ignore this notice.

_____ I desire a copy of the records/data to be released for myself only.

(Send to: _____)

_____ I desire copies of the records/data to be released for myself and my child(ren). (Sent to: _____)

_____ I DO NOT want a copy of the records/data for myself or my child(ren).

(_____)
Parent's Initials

_____ _____
Date Signature

_____
Relationship

FOR SCHOOL USE ONLY:

Date Received _____ By _____

Date Data Released _____ By _____

Date Copies Mailed (If not waived) _____ By _____

Filed in Record by _____ Date _____

You may wish to visit with a vocational administrator, a guidance coordinator, or a student services director who has responsibility for the management of the individual analysis activities for his/her institution. To avoid confusion, you will need to emphasize that you are not interested in the aggregation of student information--which is used for administrative purposes--but in the individual data used in support of guidance.

During your visit, you might want to seek answers to questions such as the following:

- What instruments are used to collect and update student identification data? Who does this?
- Is there any difficulty in interpreting student grades that are (1) sent from other schools and (2) administered within the institution?
- Is standardized testing administered to everyone? Is there a system for testing that reflects the developmental and career decision-making needs of all students?

The following "Case Studies" describe how an administrator made several decisions in the course of managing the individual analysis service of her vocational education institution. Read the general situation and the three case studies, and then critique in writing the performance of the administrator described or recommend what actions the administrator should take. Each case study is followed by some key questions relative to the administrator's performance; these questions should be used to guide you in developing your responses.

CASE STUDIES

General Situation:

Ms. Sarah Barret is the recently appointed dean of student affairs at Clear Valley Community College (CVCC). CVCC has been the target of several lawsuits charging violations of the Family Rights and Privacy Act (1974). The lawsuits have brought unfavorable public criticism of the manner in which CVCC collects, stores, and disseminates information about individual students. Dean Barret has embarked on a study of the individual analysis service, which will culminate in recommendations for the improvement of the service.

Case Study 1:

Dean Barret's first act was to investigate the existing record-keeping control system. She randomly selected the name of student Jim Fix and then looked up his record. The record folder was not in its expected place, although a blue card with Jim Fix's name on it acknowledged its position in the file. The part-time records control clerk recalled that the folder had been removed by the career guidance counselor who wished to study psychological reports completed three years ago when Jim was a junior in high school.

Dean Barret was tempted to dismiss the clerk for failing to maintain the record control system. Realizing, however, that she might have a much larger problem on her hands, she decided first to track down the missing folder. When she contacted the career guidance counselor about the missing folder, she learned that the counselor was in the process of purging the sensitive out-of-date psychological information from Jim Fix's file, at his request.

Dean Barret had, thus far, observed high professional standards among CVCC staff. And she had no reason to doubt their actions now. She was reassured that the counselor had taken the initiative in purging the student's file at his request. She determined that the major problem was that the system lacked a duplicate form that would let the record control clerk know where the folders were and when they had been checked out and returned. Dean Barret

decided to recommend that such a form be designed by the records control clerk, to be submitted to her for approval.

Do you agree with Dean Barret's analysis of CVCC's record control problem? What, if any, further difficulties do you see that may have legal or ethical implications for the college? What steps do you think Dean Barret should take to create a coordinated and responsive record control system?

Case Study 2:

When Mr. Blaine, the placement counselor, learned that a reorganization of the individual analysis service was underway, he stepped forward with some observations about what appeared to be an uneven collection of data on students. His first point was that much of the information in the cumulative folders was out of date. He often discovered that basic legal data--residence, even name changes--often were not accurate if a change had occurred since the student had been admitted to CVCC.

He further observed that there was no lack of information about students who had some learning or behavioral problems. Full test batteries, anecdotal reports, self-reports--a wealth of information could be drawn upon. However, he noticed a distinct lack of supportive test data for so-called "average, well-adjusted" students. If vocational guidance was occurring along the way for these students--the majority--there was little evidence of it in the cumulative record.

Mr. Blaine acknowledged that the counselors were spread pretty thin. Nevertheless, he hoped something could be done to systematize the data-collection process so that it accurately represented the individual's development and whatever guidance services had been offered.

Dean Barret agreed to investigate these problems further.

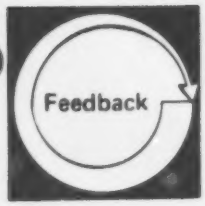
If you were Dean Barret, what steps would you take to (1) update individual analysis data and (2) systematize data-collection and recording procedures? Who, besides counselors, can contribute to the collection of data? What information about students should typically be represented in the cumulative record, and for what purposes?

Case Study 3:

In talking with teachers, Dean Barret heard a common complaint that counselors often placed students in their classes when the students weren't capable of performing the tasks. The counselors, however, could point to school performance ratings from feeder schools or from other CVCC course work that clearly indicated above-average ability in the skill area. Dean Barret realized that there was a lack of uniformity in subjective ratings by teachers that resulted in confusion concerning students' abilities. She decided to recommend that the dean of academic affairs look into this matter, because it wasn't really a guidance issue so much as it was an instructional one.

Is Dean Barret correct in her analysis of the teachers complaints and in her subsequent recommendation? Are there any other recommendations or actions she might take to foster common interpretation of student performance ratings?

NOTES



Compare your completed written responses to the "Case Studies" with the "Model Responses" given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL RESPONSES

Case Study 1:

Ms. Barret was right about some things, but completely overlooked a few major problems. Yes, forms are needed that tell who checked out the folder, as well as when it had been checked out and returned. However, a complete review of the record control system is needed to guarantee access and privacy rights and assure a complete paper trail of the records.

The counselor showed sensitivity to the student and perhaps understanding of privacy laws by destroying the psychological reports. However, no records should be destroyed without the written permission of the chief administrator or designee. Again, forms are needed to document this event.

Someone needs to monitor access to and storage of information. In fact, the whole records control system probably needs to be reorganized, keeping college policy and individual and legal needs in mind. The reorganization should not occur without the participation of all who will be using it--including teachers, counselors, other student services staff, and administrative personnel.

All staff must become familiar with aspects of the "Family Rights and Privacy Act," destruction and retention of records, and the institutional forms that will be used to assure professional handling of confidential student data. Thought should be given to developing a policy that would keep records in a control area at all times. Provisions could be made so that teachers and others with a legitimate educational interest could inspect the records within the control area.

Case Study 2:

It's probably safe to say that further investigation would support Mr. Blaine's complaints and that Dean Barret needs to do something about (1) what student information is collected, (2) who will collect it, and (3) when it will be collected.

The same committee that looks into record-keeping processes may want to evaluate the data-collection process as well. At least the following

information should be collected about each individual, and methods for review and updating should be implemented as soon as possible:

- Personal data and family history
- Health history
- School performance records (current)
- Transcripts of previous schools attended
- Test results (standardized)
- Reports of psychologists and others
- Autobiographies and self-ratings
- Activity and work records

If counselors are spread too thin, it is reasonable for teachers to collect personal data from students at the beginning of each school term. Forms for this purpose should be developed for ease in recording the information on the cumulative record. Clerks or aides are also candidates for executing this task.

Someone needs to be designated to make sure each cumulative record is up to date. The logical person for this would be the counselor who advises a student throughout his/her college career--or a counselor aide.

It sounds as though standardized testing is used mostly for "problem students." If guidance services are to be for everyone, this will have to change at CVCC. A systematic program of testing, including interest and aptitude test batteries, should be developed and implemented at regular intervals to support career and educational decisions on behalf of all students--not just those having trouble.

Data collection, as well as storage and dissemination, must be carried out in support of overall guidance philosophy and goals. An individual analysis committee--which represents teachers, counselors, clerks, and administrative personnel--might be formed to help monitor, evaluate, and improve the data system. However, either Dean Barret or her designee must coordinate this service with other elements of the guidance service to ensure that mechanisms are in place for a <u>systematic</u> guidance program.

<u>Case Study 3</u>:

Dean Barret is right in one sense--grading is a function of instruction. But discrepancies in grading practices so often come to the attention of student services personnel that they can and should promote standardization in whatever ways they can, particularly when lack of standardization results in

poor student placement decisions. There are at least two approaches to this problem that Dean Barret might undertake:

- When transcripts are sent from feeder schools, CVCC should request that a grading key, scale, or statement of grading philosophy accompany performance records. If the school has not developed such interpretive materials, the request may stimulate their production.
- Within CVCC, Dean Barret might suggest that serious thought be given to establishing systematic grading procedures that all teachers will agree to and practice. Agreement should be reached upon definitions of and weights applied to (1) practical skill achievements, (2) daily work performance, (3) attitudes, and (4) content mastery. What constitutes superior, average, or poor performance in the classroom? How does the student's evaluation reflect his/her readiness to succeed in entry-level job positions?

This particular problem is an example of how instruction, student services, and administration need to work together to support the goals of the education system.

Level of Performance: Your completed written responses should have covered the same major points as the "Model Responses." If you missed some points or have questions about any additional points you made, review the material in the information sheet, "Managing the Individual Analysis Service," pp. 51-65, or check with your resource person if necessary.

NOTES

Learning Experience IV

FINAL EXPERIENCE

While working in an actual administrative situation, provide systematic guidance services.*

As part of your administrative responsibility, provide systematic guidance services. This will include--

- establishing systemwide consensus on concepts, goals, and objectives of the student services program
- organizing systematic guidance services
- managing the individual analysis service

NOTE: As you complete each of the above activities, document your activities (in writing, on tape, through a log) for assessment purposes.

continued

*If you are not currently working in an actual administrative situation, this learning experience may be deferred, with the approval of your resource person, until you have access to an actual administrative situation.

FINAL EXPERIENCE continued

Arrange to have your resource person review (1) any products (e.g., guidance program guides, schedules, record control forms, position descriptions, needs assessment instruments, planning documents) produced under your leadership and (2) the documentation of your activities. If possible, arrange to have your resource person observe at least one instance in which you are working with staff to develop a systematic approach to guidance services.

Your total competency will be assessed by your resource person, using the "Administrator Performance Assessment Form," pp. 77-79.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in providing systematic guidance services.

Name _____

Date _____

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Provide Systematic Guidance Services

Directions: Indicate the level of the administrator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In establishing systemwide consensus on concepts, goals, and objectives of the student services program, the administrator:						
1. participated in institution-, program-, and community-level planning sessions related to establishing the philosophy and goals of student services.....	☐	☐	☐	☐	☐	☐
2. inventoried student service activities that are provided or should be provided.....	☐	☐	☐	☐	☐	☐
3. developed a conceptual framework to arrange activities into related student services subsystems.....	☐	☐	☐	☐	☐	☐
4. promoted a common understanding of student services terms and concepts.....	☐	☐	☐	☐	☐	☐
In organizing systematic guidance services, the administrator:						
5. determined the goals and objectives of the guidance program, with input from community, administration, and staff.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
6. designated one individual to be responsible for coordinating and managing the five guidance services.....	☐	☐	☐	☐	☐	☐
7. designed a public relations program to stimulate community interest and support for the guidance program.....	☐	☐	☐	☐	☐	☐
8. identified, obtained, and allocated guidance program funding.....	☐	☐	☐	☐	☐	☐
9. arranged for community referrals and other community participation in the guidance program.....	☐	☐	☐	☐	☐	☐
10. organized staff meetings (including teachers, counselors, aides) to establish and maintain roles and responsibilities.....	☐	☐	☐	☐	☐	☐
11. arranged for the development and dissemination of program guides.....	☐	☐	☐	☐	☐	☐
12. arranged for the establishment and dissemination of a master schedule of guidance activities.....	☐	☐	☐	☐	☐	☐
13. provided sufficient staffing by hiring properly certified specialized staff, conducting inservice training, and preparing realistic job descriptions.....	☐	☐	☐	☐	☐	☐
14. arranged for the necessary hardware, software, and facilities.....	☐	☐	☐	☐	☐	☐
15. kept abreast of professional concerns and developments of each of the guidance services..	☐	☐	☐	☐	☐	☐
<u>In managing the individual analysis service, the administrator</u>:						
16. determined what information would be collected, when, how, and by whom.....	☐	☐	☐	☐	☐	☐

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
17. devised a secure and convenient data storage and retrieval system.....	☐	☐	☐	☐	☐	☐
18. assured compliance with local, state, and federal regulations in providing access to records and ensuring confidentiality.....	☐	☐	☐	☐	☐	☐
19. promoted consistency and communicability of grading and reporting systems.....	☐	☐	☐	☐	☐	☐
20. developed an effective records control procedure through use of appropriate forms.....	☐	☐	☐	☐	☐	☐
21. publicized individual analysis program goals and procedures to teachers, counselors, administrators, parents, and students.....	☐	☐	☐	☐	☐	☐
22. designated one person to be responsible for the record-keeping function.....	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

NOTES

Additional Recommended References

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